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ABSTRACT

Seven groups were surveyed during March through June 1972 as to the importance, quality, and extent of use of various student service functions at Harrisburg Area Community College. Faculty, administrators, student services staff, and four student groups (current, graduates, nonreturning, and student counselors) comprised the survey population. Of the 1,088 people who received the survey instrument, 533 responded. Section A of the instrument elicited information related to: Admissions, Registration and Records; Guidance and Counseling; Job Placement and Financial Assistance; Student Activities; Administrative Services; and Use of Student Services. In Section B. the questions concerned: Psychological Services; Student Counselors; Advisor Roles; the Structure of Student Services; Importance of Types of Counseling; Administrative Functions as Related to Student Personnel Services; and Attitudes Toward the Counseling Process. The survey data, which are summarized and tabulated, show that, on the whole, the students and faculty were generally satisfied with the services being provided. The responses did indicate, however, that there was a very real need for the services of a full-time psychologist. There were considerable differences of opinion regarding student counselors; the strengths (academic advising) and a relative weaknesses (nonacademic advising) of faculty advisors were identified; academic-career counseling and vocational/placement counseling were more important to students than to the student services administration; and the majority of the students felt that seeking counseling was a sign of strength. (Appendixes are Presentation of Data, Tables, and Survey Instruments.) Document available from EDRS only. (DB)

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Research Report No. 13

STUDENT SERVICES: AN EVALUATION

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All those individuals associated with the publication of Junior College Student Personnel Programs: Appraisal and Development, including Drs. McConnell and Raines, should be recognized for a major contribution which established a structure for the evaluation of student services.

Dr. Donald Mortvedt is recognized for his own study and the sharing of his survey instrument and perceptions with the authors.

All of the respondents, both staff and students, are recognized for taking the time to offer information which has already led to the improvement of student services.

W. Douglas Hargis is thanked for reviewing the study prior to publication. Mrs. Virginia Walter has again demonstrated excellence as an administrative aide.

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INTRODUCTION

"Student services" has become an area of study unto itself as its advocates and demand have fostered its development. Many colleges and universities have assigned considerable resources to student services in response to student unrest, a belief in such services per se, and/or an institutional philosophy which is student-centered and calls for extensive services for students as is the case with community colleges.

As services grow and take a larger portion of an institution's resources, they do and probably should come under greater scrutiny. Student services do not overtly or directly produce revenue for the institution as do teaching faculty and research grants, but nonetheless their quality can have a definite effect on the college environment as well as its reputation with students and the community.

At the time this study was undertaken (1972), many colleges and universities including H.A.C.C. were in a growth period during which income was available for the expansion of student services and unsponsored research. There was also a tremendous thrust of literature with at least implicit values supporting both of these activities. It is sobering to realize a short time later that both of these activities were cut back considerably at H.A.C.C. as well as other institutions as enrollments leveled and inflation made budgets more difficult to manage.

Regardless of the period (i.e., before or after the leveling of income), the same problem exists: how to evaluate the validity of the student services. When so little hard research clearly supports counseling or psychotherapy conclusively, some might consider it a moot point as to whether counseling services are good or bad. However, student services is more than counseling as will be demonstrated in the text of this study. The difficulty in evaluating student services is that there are no firm criteria for evaluating any one service or all of them.

The only data one has to rely on in many cases are opinions from the various groups on campus or "authorities" in the literature who express subjective values rather than substantive facts. The authors assumed that there would at least be some face validity if a matrix of opinions were assembled to see what was agreed upon assuming some validity where agreement existed. The basic procedure of this study was to investigate the perceptions of identifiable groups at H.A.C.C. of the various student service functions on the criteria of importance, quality of service, and the extent of use. The matrix has three vectors which are as follows:

1. Groups: Administration/Faculty/Student Services Personnel/ Current Students/Graduates/Non-Returning Students/ Student Counselors

2. Functions: Essential student personnel functions as expressed in Junior College Student Personnel Programs: Appraisal and Development (McConnell, 1965).

3. Criteria: Importance/Quality/Use

One may wonder why a tally of "use" was obtained. The fact is that with the exception of some administrative data, there is little or no record of services rendered and, therefore, little or no accountability. This does not imply that poor work is done but simply that there is little hard data on the effectiveness of student service functions, save the number of scholarships, loans, and admissions. Graduation cannot automatically mean good service, because many students may never have availed themselves of many of the student services.

It should be noted that the administration and staff had kept abreast of the recommendations in the literature with reference to student services. In 1970 Harrisburg Area Community College hosted a Case Study for the Middle States Association of Colleges and Secondary Schools and prepared several monographs on "how a new college has adapted its program to serve students." One of the monographs, Meeting the Changing Needs of Students: A Creative Approach to College Counseling (Gruber et al, 1970), is a subjective review and evaluation of the student services at that time and generally meets the criteria of the best-developed national standards presented in Junior College Student Personnel Programs: Appraisal and Development (McConnell, 1965).

The chart on the following page demonstrates the structure of student services as well as the attention to detail at the time of the survey. It incorporates the tri-level concept of services shown after the chart that was in the forefront of the literature (Richardson and Blocker, 1968).

At the time of the study a fourth level had been instituted, the student counselor. These were specially selected and trained students to carry on peer-group counseling and to act as a referral to specialists. These concepts have evolved further. The reader is referred to "The Student Personnel Program" (Richardson, Blocker & Bender, 1972, Ch. 9).

Just prior to the survey in the Fall of 1971, Drs. Dale Tillery and Charles Collins of the University of California at Berkley reviewed the College's operation on a number of criteria and were especially impressed with the operation of the student services at H.A.C.C. (Collins, 1967). The breadth of services were and are as complete as in any institution of higher education where students are exclusively commuters.

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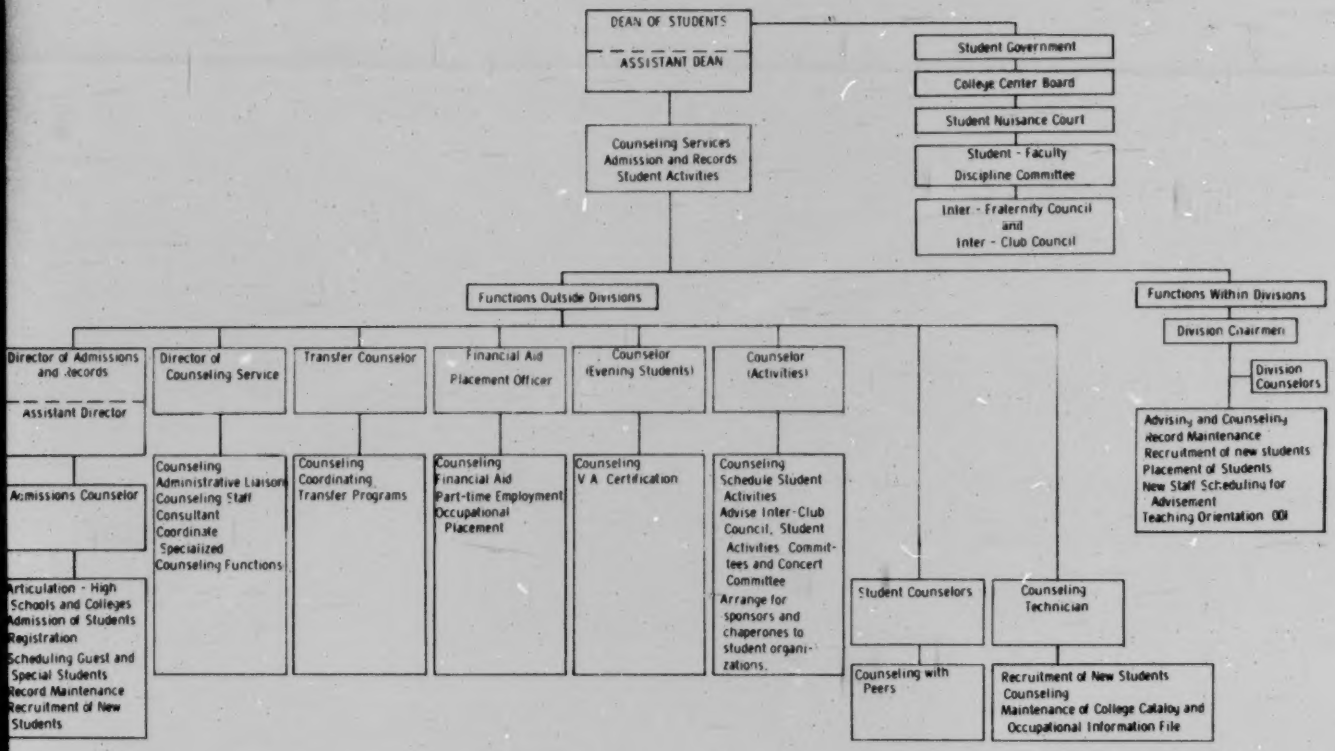
Student Services Detail 1971-72



The Tri-Level Organization of Student Personnel Services

Level	Student Services
I. Specialists	1. Admissions, registration and records 2. Diagnostic testing, psychotherapy, occupational information, vocational and educational counseling, health
II. Division or Department Counselors	1. (Educational counseling) Interpretation of educational achievement and test results 2. Vocational and social counseling 3. Referral service to counseling specialists
III. Faculty	1. Educational advising 2. Sponsorship of student activities

PROCEDURE

In the spring and summer of 1972, key groups were surveyed using an instrument slightly moderated from the one developed by Dr. Donald Mortvedt (1972). His instrument in turn is one of many modifications of instruments based on Guidelines for Research: Appraisal of Junior College Student Personnel Programs (Raines, 1964).

Faculty, administrators, and student services staff were surveyed on campus, and the various student groups were mailed surveys. The following display shows the response rates:

Group	Population Surveyed	Number of Respondents	Response Rate
Students:			
Current	300	143	47.7
Graduates	300	181	60.3
Non-Returning	300	75	25.0
Counselors	18	9	50.0
Staff:			
Administrators	15	12	80.0
Faculty (Full-Time)	133	113	85.6
Student Svcs. Staff	22	20	90.0

The survey instruments are contained in the Appendix. The instrument had two sections. Section A was adopted from Dr. Mortvedt's instrument and was essentially identical for each group with the exception that "use" was not included on staff surveys. Section B varied considerably by group and included questions which were directed at the structuring of services at H.A.C.C.

The response rate of students was lower than in previous surveys, probably due to the level of difficulty and the time necessitated to complete the instrument. The student samples were random, but there is undoubtedly some response bias. The authors felt that for the general purposes for which the data was used, a precision analysis of non-respondents was not necessary.

The low response rate of student counselors may reflect a sensitivity by individuals associated with this function, especially due to the fact that several explicit items referred to their functions. Responses in this area must be viewed carefully because some were obviously sarcastic. Comments suggest that at least one non-respondent found the questions "intimidating."

Professional staff responses were relatively good in comparison to other survey experiences. It was apparent that many people had opinions about student services and were eager to express them.

ANALYSIS OF SURVEY RESULTS

In this section, data is analyzed as efficiently as possible by using percentages as a common transformation to make comparisons easier. The reader should always note the number of respondents on which the percentage was based. The percentages used in tables are based on the number of respondents who answered a question and do not include the number of blank responses.

Section A

Questions in this section were used as a way of evaluating the student services programs on the categories established in Junior College Student Personnel Programs: Appraisal and Development (McConnell, 1965). Each respondent rated importance and the College's performance on a five-point rating scale. The number of 5 ("excellent") and 4 ("near excellent") ratings were combined and presented as a percentage for a given group. Tables showing these combined percentages follow each section. More detailed tables are contained in the Appendix.

The reader should keep in mind that the percent of positive responses does not mean all of the remaining responses were negative. Typically, most of the non-positive responses were neutral (rating of 3).

Students were also asked if they had used the service. The percentages of "yes" responses are presented in Table 6.

Admissions, Registration and Records (Table 1). Professional staff and students agreed on the importance of providing information to prospective students. Seven out of 10 students evaluated performance positively, with the exception of student counselors who were relatively critical of the job the College was doing. Approximately half of the staff rated the College positively on this function, a relatively poor evaluation.

The appraisal of previous educational records was considered important by both the staff and students. Students, faculty, and administrators were relatively critical of performance in this area, faculty and student counselors very much so. Student services staff were relatively satisfied with performance.

Registration was considered an important function, and all groups were positive about the College's performance. The graduates were the most critical of any single group, but 6 out of 10 still rated performance positively.

Clarity of academic regulations was considered important by all groups. Students and student services staff were generally positive, but administrators and faculty were not at all positive in their evaluation of performance of this service.

TABLE 1
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE*
ADMISSIONS, REGISTRATION & RECORDS

	Students								Staff					
	Current		Graduates		Non-Rtrng		Counselors		Admin.		Faculty		Stu.Svcs.	
	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf
Providing information	95.6	65.9	97.1	71.2	95.7	73.9	100.0	55.5	100.0	44.4	94.3	51.1	95.0	60.0
Appraising previous record	76.4	53.4	80.4	52.3	79.7	47.8	100.0	37.5	83.3	44.4	82.9	28.1	85.0	65.0
Registration	88.7	70.5	85.9	9.8	82.6	67.6	88.9	77.8	75.0	72.8	72.3	62.0	95.0	75.0
Clarity of academic regulations	88.3	73.2	89.7	73..	85.3	75.4	100.0	77.7	75.0	30.0	87.6	40.6	90.0	65.0
Maintaining records	75.2	64.2	78.8	68.9	79.0	64.6	100.0	62.5	75.0	55.5	72.6	54.7	84.2	52.6

* Ratings of 4 and 5 on a 5-point scale.

See also Table 24.

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The maintenance of student records was viewed as important by all groups. Six out of 10 students and a slight majority of each of the staff groups rated the College's performance positively. Compared to other items, this was a relatively critical perception.

Guidance and Counseling (Table 2). The interpretation of standardized test scores of incoming students was considered important by all groups, but less so by the student services staff and much less so by student counselors. Less than half of the students and much less than half of the staff rated the College's performance positively on this function, a relatively strong criticism.

Providing faculty advisors to counsel students was rated very important by all groups. There was some variance among students, but generally half rated performance positively. Administrators and student services personnel were far less positive on this criterion than for most other services.

The actual scheduling of advisees into classes, a key function of advisors, was rated as quite important by all groups. Again, approximately half of the students were positive in their evaluation. In this specific task, the faculty and administrators themselves were relatively critical of the job the College was doing while a slight majority of student services staff were positive in their evaluation.

Providing professional counselors for social and personal concerns was considered important but much more so by student services staff and student counselors. In terms of evaluation, these same groups were more positive in their evaluation of the College's performance. A slight majority of students were positive about performance which is a notable discrepancy between staff and students. Non-returning students were the most critical.

Providing information about career opportunities was considered very important by all groups. Half of the students were positive, but the administrators and student services staff were not at all positive about performance.

An orientation program for new students was rated important by a moderate majority in each group. A majority of students and administrators were positive on the College's performance of this task; faculty and student services staff were less positive.

Provision for opportunities (during the first semester) to learn about the College, study skills, career opportunities, and self-development was rated as important by all groups. However, all groups, especially faculty, rated the College's performance relatively poor on this item.

Having adequate information to aid in transfer to other institutions was rated as a very important item by all groups. A majority of students rated performance positively as did administrators and faculty, and the evaluations by student services staff and student counselors were even more

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TABLE 2
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE*
GUIDANCE AND COUNSELING

	Students								Staff					
	Current		Graduates		Non-Rtrng		Counselors		Admin.		Faculty		Stu. Svcs.	
	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf
Interpreting standardized tests	68.4	52.1	69.1	42.9	76.5	42.3	37.5	57.2	81.8	25.0	77.6	32.9	65.0	40.0
Providing faculty advisors	93.7	65.9	96.1	57.0	92.4	48.3	100.0	66.6	83.3	30.0	91.4	54.8	95.0	40.0
Scheduling advisees	84.8	58.9	84.2	51.8	84.5	44.8	88.9	66.7	83.3	40.0	89.7	40.7	85.0	60.0
Providing professional counselors	77.0	51.1	79.9	55.1	81.7	44.9	100.0	88.9	75.0	60.0	76.4	64.6	95.0	80.0
Providing career-opportunity information	92.4	57.6	92.4	49.1	92.1	58.0	100.0	44.4	83.3	33.3	90.4	52.1	100.0	21.1
Providing orientation program	72.1	64.3	66.4	65.8	53.1	51.0	77.7	77.8	66.7	60.0	71.7	42.4	65.0	42.1
Providing self-development experiences	72.7	37.3	73.0	35.0	76.2	45.1	87.5	37.5	75.0	44.4	76.2	23.4	80.0	36.9
Providing transfer information	95.8	54.8	95.2	48.7	88.6	64.0	100.0	77.8	75.0	55.5	92.2	57.9	90.0	73.7
Providing career information	85.5	43.4	94.7	49.6	93.3	55.3	100.0	37.5	91.6	30.0	90.0	30.6	95.0	15.8
Providing tests to identify deficiencies	75.2	46.8	77.1	43.3	82.5	43.2	87.5	62.5	70.0	37.5	85.3	46.0	80.0	31.6
Providing program to upgrade basic skills	84.6	67.7	88.8	69.3	88.6	47.6	87.5	87.5	91.6	60.0	91.2	48.4	85.0	63.1

* Ratings of 4 and 5 on a 5-point scale

See also Table 24.

positive. It should be noted that graduates, who would have the most contact with transfer problems, were the least positive.

The provision of career information using significant sources of data was also considered very important by each group. The students evaluated this function less than positive, and student counselors and professional staff were the most critical in their estimate of the College's performance.

The availability of testing to identify weaknesses in academic skills was considered important by a solid majority of each group. Less than half of the students evaluated the College's performance positively, and the professional staff were even less positive in their evaluation of performance.

Providing a program for students with deficiencies in basic skills was rated very important by more than 8 out of 10 individuals in each group. Student counselors, graduates, current students, student services staff, and administrators were moderately positive, but less than a majority of faculty and non-returning students were positive about the College's performance.

Job Placement and Financial Assistance (Table 3). Providing financial assistance with scholarships, loans, part-time jobs, and other financial aids was considered very important by each group. Performance on this item was evaluated as positive by each of the groups with generally 7 out of 10 giving the College a positive rating with the exception of faculty.

Arranging opportunities for students to work on a part-time basis in jobs directly related to career objectives was rated very important by each student group. Faculty also considered it important. Administrators and student services staff considered it moderately important. A slight majority of students rated performance positively. Professional staff were relatively critical of performance, especially student services staff.

Providing veterans and social security information was considered very important by all student groups and faculty. Administrators and student services staff considered it moderately important. Students were moderately positive in their evaluation of the College's performance, as were student services staff members. Student counselors, administrators, and faculty were very positive in their evaluation.

Job placement for career graduates was considered very important by all groups. A slight majority of students evaluated the College positively on this item. However, professional groups were not at all positive about the College's performance in this area.

Student Activities (Table 4). Establishing clubs and activities which help students to develop interests and meet other students was rated moderately important by students and of slightly less importance by staff. Students evaluated H.A.C.C.'s performance moderately positive on this function, as did staff, who were slightly less positive than students.

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TABLE 3
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE*
JOB PLACEMENT AND FINANCIAL ASSISTANCE

	Students													
	Current		Graduates		Non-Rtrng		Counselors		Admin.		Staff Faculty		Stu. Svcs.	
	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf
Providing financial assistance	90.2	67.4	89.3	75.7	83.3	67.5	100.0	87.5	100.0	70.0	91.1	61.3	95.0	75.0
Arranging career-related part-time jobs	90.4	54.6	88.5	54.4	86.2	63.2	100.0	57.2	66.6	44.4	89.5	41.9	75.0	15.8
Providing veterans and social security information	84.8	79.0	88.4	77.9	84.4	70.0	88.9	100.0	72.8	88.9	90.2	82.7	70.0	65.0
Job placement for career graduates	93.1	61.7	95.1	55.5	89.1	57.6	100.0	66.7	83.4	20.0	95.7	40.7	85.0	16.7

* Ratings of 4 and 5 on a 5-point scale

See also Table 24.

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TABLE 4
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE*
STUDENT ACTIVITIES

	Students								Staff					
	Current		Graduates		Non-Rtrng		Counselors		Admin.		Faculty		Stu. Svcs.	
	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf
Providing clubs and activities	70.5	64.8	68.0	74.0	53.0	60.8	66.6	77.8	41.7	60.0	57.6	56.8	55.0	60.0
Providing self-government opportunities	73.1	71.1	75.6	76.2	58.5	64.0	77.7	77.8	58.3	100.0	71.5	75.9	70.0	70.0
Helping develop student code of conduct	72.8	58.3	63.0	56.1	67.2	55.3	66.6	33.3	75.0	40.0	76.0	46.9	70.0	52.6
Providing current issue and community involvement opportunities	85.5	57.6	80.9	82.0	81.8	74.5	88.9	77.8	75.0	63.6	78.6	37.9	80.0	25.0
Providing social activities	61.7	57.1	65.6	62.8	53.0	61.2	88.9	55.5	25.0	50.0	51.9	41.9	50.0	41.9
Providing intramural sports	62.6	61.4	69.8	66.7	62.7	64.0	77.8	77.8	33.3	90.0	60.7	69.0	80.0	80.0
Providing opportunities for student expression	79.0	56.2	74,6	53.7	67.2	61.3	100.0	77.8	58.4	54.6	72.5	39.4	75.0	42.1
Providing leadership training opportunities	74.8	38.6	67.4	50.4	63.8	43.2	87.5	71.5	66.7	50.0	70.4	29.2	70.0	55.0

* Ratings of 4 and 5 on a 5-point scale.

See also Table 24.

Student self-government opportunities were rated moderately important by all groups except non-returning students and administrators, but a majority of each of these groups still considered the function important. All groups, especially administrators, rated performance at least moderately positive.

Helping students to develop and enforce a code of conduct was considered moderately important by all groups. A slight majority of students rated the College's performance positively with the exception of student counselors who were more critical. Professional staff were less positive about the College's performance of this function.

Providing opportunities for students to become involved in current community problems was considered moderately important by each group. Graduates, non-returning students, student counselors, and administrators were moderately positive in evaluating the College's performance. A slight majority of current students were positive, while faculty and student services staff were relatively critical.

Providing social activities was considered important by a majority of students and a slight majority of faculty and student services staff. Administrators did not think that this was an important function of the College. A majority of students rated the College's performance positively. Half of the administrators and 4 out of 10 of the rest of the professional staff gave the College a positive rating on providing social activities.

Providing opportunities and facilities for intramural sports was rated moderately important by all groups except administrators, where one out of three rated it as an important function. A moderate majority of students rated the College positively on performing this function. Faculty and student services staff were moderately positive, while 9 out of 10 administrators rated performance positively.

Providing opportunities for student expression through various media was considered moderately important by all groups. A slight majority of students and administrators rated the College positively on performance of this function. Faculty and student services staff were relatively critical.

Provision for student leadership training opportunities was considered moderately important by all groups. A slight majority of graduates, student counselors, administrators, and student services staff rated H.A.C.C.'s performance positively. Current and non-returning students as well as faculty rated H.A.C.C. relatively poor on performance of this function.

Administrative Services (Table 5). Requiring a physical exam was considered moderately important by students except student counselors and moderately important by faculty and student services staff. A majority of administrators did not consider this function very important. All groups considered performance moderately positive with the exception of administrators, where less than a majority rated performance positively.

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TABLE 5
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE*
ADMINISTRATIVE SERVICES

	Students								Staff					
	Current		Graduates		Non-Rtrng		Counselors		Admin.		Faculty		Stu. Svcs.	
	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf	Impt	Perf
Requiring physical examination	67.4	70.7	71.6	75.9	71.7	72.0	44.4	88.9	41.6	44.4	68.5	73.5	75.0	80.0
Assistance in locating living accommodations	79.8	36.1	82.2	34.5	79.3	35.1	66.6	33.3	16.6	0	52.3	16.6	36.9	5.3
Maintaining alumni contact	61.9	50.1	63.7	74.8	66.6	64.7	50.0	50.0	58.4	20.0	64.4	16.9	68.5	16.7
Providing food services	83.8	49.2	85.4	57.2	79.1	63.8	100.0	55.5	75.0	25.0	71.3	22.8	75.0	25.0
Providing bookstore	93.3	79.6	95.6	76.9	97.1	73.8	100.0	88.9	91.6	58.4	92.4	40.4	80.0	50.0
Maintaining campus security	87.0	75.0	85.7	74.1	91.0	73.1	88.9	100.0	83.3	75.0	85.8	78.1	80.0	75.0
Enforcing traffic and parking regulations	64.8	67.5	76.1	70.9	82.6	70.5	77.7	88.9	72.8	72.8	65.7	80.7	63.1	78.9
Maintaining liaison with high schools and colleges	95.4	64.6	95.7	61.5	100.0	53.2	100.0	77.8	81.8	44.4	90.6	37.2	94.4	61.1

* Ratings of 4 and 5 on a 5-point scale.

See also Table 24.

Assistance in locating living accommodations was considered moderately important by each student group. A slight majority of faculty considered it important, but administrators and student services staff did not consider it important at all. Ratings on performance were low across the board on this function.

Maintaining contact with alumni was important to a slight majority of respondents. Graduates and non-returning students were positive in their evaluations of performance. Just half of the current students were positive, and professional staff were decidedly critical of performance.

Providing food services was considered moderately important by all student groups. All professional staff groups rated food services moderately important. A slight majority of students rated H.A.C.C.'s performance in providing food services positively. All professional staff were highly critical of food services.

The bookstore was considered very important by all groups. All student groups were moderately positive in their evaluations. Professional staff members were more critical, especially faculty with 4 out of 10 respondents rating the store positively.

Maintaining security on campus was considered very important by all groups, and it received a very positive rating across the board.

The enforcement of traffic and parking regulations was considered moderately important by all groups, and performance was rated moderately positive as well.

Maintaining a liaison with high schools and colleges was considered very important by each group. A majority of students and student services staff rated performance positively. Faculty and administrators were more critical of performance.

Use of Student Services (Table 6). Student groups were also asked if they had actually used each respective service. The number of combinations prohibits an item-by-item analysis. The trend, however, was that ratings by users were more positive than by non-users. This trend should be kept in mind when evaluating the results. It places services in an even more positive light. The poor rating of alumni contact by current students can be related to not having used the "service." Graduates who had more contact gave a more positive rating whereas other students with virtually no contact could not be as positive.

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TABLE 6
PERCENT OF RESPONDENTS WHO HAVE USED H.A.C.C. SERVICES

	Current	Graduates	Non-Returning	Student Counselors
Admissions, Registration & Records				
Admissions information	85.9	94.2	89.0	88.9
Appraisal of previous record	60.0	69.2	64.8	55.6
Registration	94.3	99.4	93.1	100.0
Academic regulations	89.7	93.2	85.9	88.9
Academic records	70.7	77.6	65.2	66.7
Guidance & Counseling				
Standardized tests	42.4	57.8	41.9	75.0
Faculty advisors	79.7	90.5	58.9	77.8
Scheduling classes	57.3	68.8	37.7	77.8
Professional counselors	27.9	35.4	28.6	88.9
Career-opportunity information	45.5	61.2	37.7	100.0
New-student orientation	65.1	74.7	52.8	88.9
Self-development experiences	31.1	34.2	37.7	75.0
Transfer information	44.0	69.8	41.4	66.7
Career information	23.7	50.9	36.6	22.2
Basic skills tests	33.6	24.8	22.5	33.3
Upgrading basic skills	24.8	29.0	23.2	50.0
Job Placement & Financial Aid				
Financial aid	18.7	37.5	20.6	55.6
Part-time job	10.6	20.9	7.5	22.2
Veterans & social security benefits	19.4	26.5	16.7	66.7
Job placement--career graduates	3.3	20.4	3.0	22.2
Student Activities				
Clubs and activities	32.3	50.3	33.8	88.9
Student government	24.6	49.1	27.9	88.9
Student code of conduct	17.1	40.4	34.8	66.7
Issues & community participation	41.8	66.5	40.6	87.5
Social activities	35.2	52.8	36.2	100.0
Intramural sports	23.1	31.3	27.1	87.5
Student expression	20.2	39.4	27.9	75.0
Leadership training	7.7	19.2	12.1	44.4
Administrative Services				
Physical examination	75.4	80.6	58.6	100.0
Off-campus housing	8.8	8.4	7.1	22.2
Alumni contact	9.8	74.8	41.5	11.1
Food services	75.4	92.6	61.8	100.0
Bookstore	92.4	98.8	84.3	100.0
Campus security	77.1	84.8	75.8	88.9
Traffic and parking	82.0	91.1	78.1	100.0
Contact with high schools & colleges	52.6	72.7	40.6	50.0

Section B

Section B of the survey was adapted to the student and staff groups. Graduates and non-returning students received an abbreviated Section B dealing with psychological services and the student counselor function. Current students and student counselors received an instrument with questions relating to competency of instructors and the organizational structure of student services as well as the questions asked of graduates and non-returning students.

Faculty and administrators received a form directed toward them, while student services staff received another version of Section B to obtain even more information, especially subjective comments about administrative positions and roles. The objective information is included in this report. The subjective data was often of a personal nature and is not included.

Tables are shown after each section. Where data was combined, tables which contain all details are located in the Appendix.

Psychological services. A key question was whether or not the College should have a full-time psychologist to assist with serious psychological problems of students (Table 7). Seven out of 10 students responding believed the College should provide such services,and there were a considerable number of positive comments. An exception to this was the response of student counselors who were generally not in favor of a full-time psychologist. The rationale behind their responses is not clear from the data. Comments suggest that some student counselors were supportive of the roles of counselors on campus at the time.

A majority of the professional staff, especially teaching faculty, felt that the College should have a full-time counseling or clinical psychologist. A general comment by several individuals was that a student would be more apt to get the attention he or she needed if psychological services were readily available.

The data suggests that the question of a full-time psychologist was not whether such services were needed, but what agency would provide them. Should psychological services be provided through the College, thereby being indirectly funded by students, the State, and school districts? Or, should they be provided through the Mental Health and Mental Retardation Center and thereby be funded through the county, State, and Federal governments?

Another factor is delivery of service. Would all truly deserving students be referred and actually make contact with an agency outside the College, or is the likelihood of contact far greater with a College psychologist available right on campus?

The decision may finally be a budgetary one. When the College is in a difficult period with regard to funding, a service which can be offered by a community agency will readily be deferred to that agency so that the institution may live within its budgetary constraints.

TABLE 7
PERCENT FEELING A NEED FOR A FULL-TIME PSYCHOLOGIST

	Yes (%)	Blank (N)
Students		
Current (N=143)	75.6	12
Graduates (N=181)	69.5	17
Non-Returning (N=75)	66.2	7
Student Counselors (N=9)	33.3	0
Staff		
Administrators (N=12)	50.0	2
Faculty (N=113)	68.3	9
Student Services Staff (N=20)	58.8	3

Student counselors. At the time of this study, students were being hired at $200 per semester to act as counselors to their peers. There were many opinions as to their effectiveness and in what areas they should be allowed to engage. Several questions attempted to organize these opinions. Just prior to the survey, articles in the student newspaper were critical of the position with opinions such as (1) the student counselors being paid when so many services given by other students were not reimbursed, (2) the student counselors had become a self-perpetuating clique, and (3) they were not effective.

Table 8 demonstrates that while a majority of students were aware that student counselors existed, approximately 4 out of 10 were not. Another disparity was that student counselors believed they could handle many more types of concerns than student groups believed they were capable (Table 9). Students felt that student counselors could help their peers (1) understand college rules, (2) learn how to study, (3) with general information about two-year programs, and (4) to some extent, in understanding strengths and weaknesses. More-personal problems were not considered open to student counselors by most of the students who responded. General comments questioned the student counselors' level of training and whether they should be involved in such counseling.

Students were asked to rate student counselors on helpfulness if they had had contact (Table 10). Thirteen percent of survey respondents felt qualified to rate them. Of these raters a majority rated student counselors helpful, and one in four rated them not helpful.

All students were asked to give a general opinion of the student counselor concept (Table 10). Half of the survey respondents ventured an opinion of the operation. Approximately two in five rated it positively, while one out of five rated it negatively.

Student services staff were asked to evaluate student counselor functions on three criteria: (a) amount of help generally needed by students, (b) amount of help student counselors could be expected to give, and (c) amount of help given by student counselors during the 1971-72 academic year (Table 11). The three-point scale included the categories "much help," "some help," and "none." The results revealed that there were differences between what was needed by students, what help student counselors could be expected to give, and what was actually given.

Student services staff viewed students as needing the most help in understanding their strengths and weaknesses, college rules, and study skills. Information on tutorial services and developing self-awareness were also important needs. The student services staff, however, expected student counselors to be of the most help in giving information on tutorial services and understanding college rules. In the other areas they could be of "some help." The student services staff did not see student counselors as giving much (considerable) help in any area save disseminating information on tutorial services. The student services staff saw the student counselors as being of "some help" in all areas except helping students to understand their strengths and weaknesses.

TABLE 8
AWARENESS OF STUDENT COUNSELORS

	Yes (%)	Blank (N)
Current Students (N=143)	59.1	16
Graduates (N=181)	65.7	12
Non-Returning Students (N=75)	44.8	8

TABLE 9
RATING OF CONCERNS TO BE HANDLED BY STUDENT COUNSELORS

	Current Students (N=143)		Graduates (N=181)		Non-Returning Students (N=75)		Student Counselors (N=9)	
	Yes (%)	Blank (N)	Yes (%)	Blank (N)	Yes (%)	Blank (N)	Yes (%)	Blank (N)
Drugs	45.8	23	47.0	32	44.1	16	77.8	0
Pregnancy-Abortion	33.6	24	40.1	44	30.9	20	77.8	0
Understanding College rules	84.1	17	84.4	27	86.9	14	88.9	0
Learning how to study	72.2	17	71.9	28	74.6	12	66.7	0
Family problems	24.2	23	25.0	33	23.7	16	66.7	0
Information about 2-year programs	78.0	20	79.6	24	88.3	15	77.8	0
Health problems	36.1	24	30.9	32	43.1	17	75.0	1
Male-female relationships	36.1	24	26.8	32	25.4	16	77.8	0
Understanding strengths & weaknesses	56.6	21	47.0	30	65.6	14	66.7	0

TABLE 10
COMBINED PERCENT RATINGS OF HELPFULNESS OF AND
GENERAL OPINION ABOUT STUDENT COUNSELORS

	Helpfulness			Opinion		
	Very Helpful[a] (%)	Not Helpful[b] (%)	Blank & N/A (N)	Excellnt[a] (%)	Poor[b] (%)	Blank (N)
Current Students (N=143)	59.9	13.4	128	46.0	14.3	80
Graduates (N=181)	51.9	29.6	154	40.9	18.1	76
Non-Returning Students. (N=75)	66.6	22.2	66	39.4	27.3	42

[a] Ratings of 4 and 5 on a 5-point scale.
[b] Ratings of 1 and 2 on a 5-point scale.

See also Table 25.

TABLE 11
RATINGS OF STUDENT COUNSELOR FUNCTION BY STUDENT SERVICES STAFF
(N=20)

	Amount of Help								
	Needed by Students			Expected from Student Counselors			Given by Student Counselors		
	Much (%)	Some (%)	Blank (N)	Much (%)	Some (%)	Blank (N)	Much (%)	Some (%)	Blank (N)
Drugs	11.1	77.8	2	22.2	61.1	2	0	73.3	5
Pregnancy-Abortion	27.8	61.1	2	27.8	61.1	2	12.5	68.8	4
Understanding College rules	61.1	38.9	2	50.0	50.0	2	13.3	80.0	5
Learning how to study	61.1	27.8	2	11.1	66.7	2	0	64.3	6
Family problems	38.9	55.6	2	22.2	50.0	2	12.5	56.3	4
Information about 2-year programs	38.9	61.1	2	11.1	66.7	2	0	68.8	4
Health problems	5.6	83.3	2	11.8	58.8	3	0	66.7	5
Male-female relationships	27.8	61.1	2	17.6	76.5	3	13.3	73.3	5
Understanding strengths & weaknesses	72.2	27.8	2	5.9	41.2	3	6.7	33.3	5
Information on tutorial services	50.0	50.0	2	88.2	11.8	3	26.7	73.3	5
Developing self-awareness	50.0	44.4	2	11.8	64.7	3	13.3	53.3	5

In response to question B-12 about the relationship between the professional counselor and the student counselor, most student services staff members felt that it should be one of the professional counselor as a consultant or referral service. Student services staff felt there should be a close working relationship between themselves and student counselors, a relationship they did not feel existed. A comment which would pinpoint the problem was, "No, in fact, I'll bet the two groups can't identify each other by names." (As this was an open-ended question, no table was made of the responses.)

Student services staff generally agreed that student counselors should be selected on the bases of both their intelligence and active humanistic values with a sensitivity to student problems (question B-13). In response to a question about general opinion of student counselors (B-14), half of the comments were positive with encouragement for further development and accountability. Other comments on the student counseling program showed inadequate knowledge of the program.

Another question was an attempt to identify the amount of communication between student services staff and student counselors (Table 12). Two or three of the staff members had most of the contact, and most had virtually no contact during the 1971-72 academic year. This pattern ties in with the comments from respondents who tried to be positive but were apparently working with little information and were responding more to a concept than actual experience.

Advisor roles. Faculty and administrators share a large part of the counseling activities on campus as faculty advisors or as administrators giving information and personal support to individual students. The authors felt it important to review these roles from a number of perspectives.

Most students are assigned to a faculty advisor who has knowledge of the student's program. The advisor guides the student during his enrollment and takes care of details such as approving the student's selection of courses as well as being a friend to whom he can go for advice or for referral to an appropriate person.

Faculty and administrators were asked to rate how knowledgeable they felt and how knowledgeable they actually needed to be in a number of areas. The results are summarized in Table 13. Both groups believed they were knowledgeable with regard to curricula within their division, but both rated "need" slightly higher, implying they felt they could know a little more about their own division than they actually did in order to effectively advise students.

Both groups rated their knowledge of curricula outside their division relatively low. Both acknowledged the need to know more than they did about other curricula because students do take courses in more than one curriculum and do sometimes change curricula.

A slight majority of administrators felt knowledgeable on job opportunities in their respective academic areas, while a larger majority of faculty felt knowledgeable Again, both groups rated "need" over current knowledge.

TABLE 12
RATINGS OF COOPERATION WITH STUDENT COUNSELORS BY STUDENT SERVICES STAFF
(N=20)

	Number of Times						
	None (%)	1 (%)	2-5 (%)	6-10 (%)	11-15 (%)	16 or more (%)	Blank (N)
Student counselor personally brought a student to you for help	41.2	17.6	29.5	0	5.9	5.9	3
Student sought your counsel because a student counselor had suggested he do so	46.7	6.7	20.0	13.3	6.7	6.7	5
Student counselor came to you to get answers to informational questions	29.4	11.8	41.2	0	5.9	11.8	3
Student counselor came to you for advice in assisting one of his counselees	68.8	12.5	6.3	6.3	0	6.3	4

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TABLE 13
COMBINED PERCENT RATINGS OF OWN KNOWLEDGE AND ACTUAL NEED FOR KNOWLEDGE

How knowledgeable are you?

	Administration (N=12)			Faculty (N=113)		
	Very[a] (%)	Not at all[b] (%)	Blank (N)	Very[a] (%)	Not at all[b] (%)	Blank (N)
Curricula within your division	90.9	0	1	86.6	1.8	1
Curricula outside your division	36.4	36.4	1	23.4	23.4	2
Job opportunities in your academic area	54.6	0	1	70.6	5.5	4
The student personnel services at H.A.C.C.	58.4	16.6	0	34.0	25.9	1

How knowledgeable do you need to be?

	Administration (N=12)			Faculty (N=113)		
	Very[a] (%)	Not at all[b] (%)	Blank (N)	Very[a] (%)	Not at all[b] (%)	Blank (N)
Curricula within your division	100.0	0	2	95.3	0	7
Curricula outside your division	80.0	0	2	61.1	1.9	10
Job opportunities in your academic area	80.0	0	2	82.4	3.0	11
The student personnel services at H.A.C.C.	81.8	0	1	81.5	5.8	10

[a] Ratings of 4 and 5 on 5-point scale
[b] Ratings of 1 and 2 on 5-point scale

See also Table 26.

A majority of administrators felt they were knowledgeable of student services at H.A.C.C. One in three faculty felt knowledgeable on this topic, while one in four felt they were not. A large majority of both groups responded that they should be very knowledgeable of student services at the College.

Faculty and administrators were also asked to rate themselves on various types of counseling and advising (Table 14). Specifically, they were asked, "How competent do you feel with the task?" and "To what degree do you favor doing this task yourself?"

Almost two out of three faculty and administrators felt competent in advising transfer students. A majority of administrators and almost half of the faculty felt competent advising career students. It should be noted that some faculty may work exclusively with transfer students as advisees. Only a third of faculty or administrators rated themselves competent with vocational counseling, and even fewer rated themselves competent with placement counseling. Approximately two-thirds of the faculty and one-third of the administrators judged themselves competent with personal counseling.

A large majority of the faculty and administrators enjoyed academic advising of transfer students. Lesser majorities favored advising career students. About half of each group enjoyed vocational counseling. More administrators did not favor participating in placement counseling than those who did. Of the faculty, approximately one-third enjoyed placement work, one-third did not, and the remaining third were neutral. A moderate majority of faculty enjoyed personal counseling, while administrators were split evenly on their attitudes about working in this area.

Faculty and administrators were also asked, "Do you feel that the faculty member should act as a formal academic advisor?" All of the administrators and three-fourths of the faculty said "yes." The question was then posed differently, "Do you feel that the academic advising function should be by members of the student personnel staff rather than by faculty members?" A relatively small percentage of each group responded positively. In short, the faculty advisor role has strong support (Table 15).

At the time of the study the Faculty Organization was considering a recommendation for a "cross-divisional advising system" which would include a team approach to faculty advising. Student services staff were most in favor of this concept (Table 16). A slight majority of faculty were in favor of it. The number of blanks may suggest that some faculty had little knowledge of the recommendation. The administrators were not generally in favor of the recommendation.

These professional groups were also asked if they "advocated the evaluating and rewarding of advisor effectiveness." The Student Services staff were very much in favor of the recommendation to make faculty accountable for their advising and to reward effectiveness. A moderate majority of administrators were also in favor of evaluation. Faculty were divided on this question, although a slight majority responded

TABLE 14
COMBINED PERCENT RATINGS OF OWN ABILITY TO COUNSEL

	Feeling of Competence					
	Administration (N=12)			Faculty (N=113)		
	Cmptnt[a] (%)	Not Cmptnt[b] (%)	Blank (N)	Cmptnt[a] (%)	Not Cmptnt[b] (%)	Blank (N)
Academic advising for transfer students	63.7	36.4	1	62.6	7.4	6
Academic advising for career students	63.7	18.2	1	48.5	24.7	8
Vocational counseling	36.4	27.3	1	34.9	28.3	7
Placement counseling	9.1	63.7	1	21.3	50.5	10
Personal counseling	36.4	27.3	1	64.5	10.2	6

	Feeling about Task					
	Administration (N=12)			Faculty (N=113)		
	Enjoy[a] (%)	Annoy[b] (%)	Blank (N)	Enjoy[a] (%)	Annoy[b] (%)	Blank (N)
Academic advising for transfer students	80.0	10.0	2	73.0	10.0	13
Academic advising for career students	60.0	0	2	58.2	17.3	15
Vocational counseling	50.0	0	2	47.9	18.4	15
Placement counseling	40.0	50.0	2	30.9	33.0	19
Personal counseling	40.0	40.0	2	70.3	8.9	12

[a] Ratings of 4 and 5 on a 5-point scale
[b] Ratings of 1 and 2 on a 5-point scale

See also Table 27.

TABLE 15
RATING OF FACULTY ADVISORY FUNCTIONS

	Administration (N=12)		Faculty (N=113)	
	Yes (%)	Blank (N)	Yes (%)	Blank (N)
Should faculty member act as a formal academic advisor	100.0	1	76.1	4
Should academic advising function be by members of the student personnel staff rather than by faculty members	9.1	1	20.6	11

TABLE 16
PERCENT AGREEING WITH FACULTY ADVISEMENT PROPOSALS

	Administration (N=12)		Faculty (N=113)		Stu.Svcs.Staff (N=20)	
	Yes (%)	Blank (N)	Yes (%)	Blank (N)	Yes (%)	Blank (N)
Advocate initiating a cross-divisional advising system which would include a team approach to faculty advising	27.3	1	52.1	17	73.7	1
Advocate the evaluating and rewarding of advisor effectiveness	70.0	2	52.0	15	95.0	0

positively. In light of the comments that were written in, the large number of blanks was related to a doubt that valid methods of evaluation could be developed.

Current students and student counselors were asked to evaluate the competence of faculty advisors in a number of areas (Table 17). Two out of three current students rated faculty advisors competent on their academic advising of transfer and career students. A slight majority rated them competent on vocational counseling. A plurality of current students rated faculty adequate in the area of placement counseling. A slight majority also rated faculty advisors competent in their counseling of students on personal matters. The "blank" or "not applicable" responses reflect the number of students who did not experience each type of counseling. Student counselor data has little reliability in that so few of them responded, but percentages follow a trend similar to current students.

The reader should review the general agreement of faculty self-evaluations with the evaluations by students. It is this agreement that provides at least face validity to the results.

Structure of student services. The authors felt it necessary to identify attitudes about the administrative/physical structure of student services. Structure can have an impact on the delivery of services as well as the quality of the service itself. As with the study as a whole, a matrix of data was generated. One vector consisted of professional and student groups. A second vector was method of arrangement: divisional, central office, or small centers in major buildings. The third vector was a series of items including services and preferences.

A three-point rating scale with a totally positive orientation was used to identify relative effectiveness in the case of professional staff and preference for student groups. The results were confounded by individuals rating only the method of arrangement toward which they would be most positive rather than each one. This tendency would not preclude the identification of the most effective or preferred arrangements.

The results are summarized in Table 18. All three professional groups agreed on the greater effectiveness of the divisional arrangement on several items: ability to work with students, academic counseling, vocational counseling, students' willingness to come in, and communication between faculty and counselors. Each group generally preferred the divisional arrangement and thought that students did as well. All groups also agreed that the on-campus job interview should be handled through a central office.

Administrators and faculty believed a central office arrangement was best for a job placement service. Student services staff considered small centers in major buildings as being somewhat more effective than a central office but still thought well of the latter. Faculty and student services staff believed the least confusion in seeing students would occur with the divisional arrangement, while administrators believed the central office arrangement resulted in the least confusion.

TABLE 17
COMBINED PERCENT RATINGS OF COMPETENCE OF FACULTY ADVISORS

	Current Students (N=143)			Student Counselors (N=9)		
	Competent[a] (%)	Not Competent[b] (%)	Blank & N/A (N)	Competent[a] (%)	Not Competent[b] (%)	Blank & N/A (N)
Academic advising for transfer students	66.7	16.7	43	85.7	0	6
Academic advising for career students	65.0	20.0	63	66.7	0	3
Vocational counseling	52.0	22.0	66	60.0	0	4
Placement counseling	44.7	39.5	105	33.3	33.3	6
Personal counseling	53.8	27.7	78	75.0	0	5

[a] Ratings of 4 and 5 on a 5-point scale
[b] Ratings of 1 and 2 on a 5-point scale

Note: Some students saw staff members other than faculty advisor, as noted below. Ratings were given of the person they saw:
3 current students saw the developmental counselor
11 current students saw the evening students' counselor
13 students saw the divisional counselor (11 current students and 2 student counselors)
5 current students did not indicate to whom they spoke

See also Table 28.

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TABLE 18
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Administration (N=12)								
	Divisional arrangement			Central office arrangement			Small centers in major buildings		
	Effectiveness			Effectiveness			Effectiveness		
	Extrm (%)	Very (%)	Blank (N)	Extrm (%)	Very (%)	Blank (N)	Extrm (%)	Very (%)	Blank (N)
Ability to work with students	88.9	11.1	3	37.5	25.0	4	25.0	50.0	4
Lack of confusion in seeing students	28.6	71.4	5	42.9	42.9	5	28.6	71.4	5
Academic counseling	100.0	0	3	12.5	50.0	4	0	87.5	4
Vocational counseling	75.0	25.0	4	28.6	71.4	5	14.3	71.4	5
Job placement service	25.0	37.5	4	71.4	14.3	5	14.3	42.9	5
Personal adjustment counseling	28.6	57.1	5	14.3	85.7	5	0	71.4	5
Students' willingness to come in	100.0	0	5	0	28.6	5	42.9	42.9	5
On-campus job interview	42.9	14.3	5	57.1	14.3	5	0	49.2	5
Communication between faculty and counselors	88.9	11.1	3	0	28.6	5	0	71.4	5
Which arrangement would you prefer	85.7	14.3	5	0	75.0	8	25.0	25.0	8
Which arrangement do you think students would prefer	75.0	25.0	4	0	66.7	6	33.3	33.3	6

Ratings: 3=extremely effective; 2-very effective; 1=effective.
(Rating of 1 not included in this table.)

TABLE 18 (cont.)
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Faculty (N=112)								
	Divisional arrangement			Central office arrangement			Small centers in major buildings		
	Effectiveness			Effectiveness			Effectiveness		
	Extrm (%)	Very (%)	Blank (N)	Extrm (%)	Very (%)	Blank (N)	Extrm (%)	Very (%)	Blank (N)
Ability to work with students	52.7	33.3	20	14.9	48.6	39	29.0	37.7	44
Lack of confusion in seeing students	40.2	43.9	31	23.5	50.0	45	27.6	36.2	55
Academic counseling	54.7	29.1	27	15.9	47.6	50	23.0	49.2	52
Vocational counseling	39.5	39.5	37	23.1	47.7	48	19.0	50.8	50
Job placement service	17.1	40.8	37	50.8	27.7	48	22.2	39.7	50
Personal adjustment counseling	27.5	41.2	33	28.1	37.5	49	38.5	36.9	48
Students' willingness to come in	37.0	38.3	32	6.7	36.7	53	26.3	50.9	56
On-campus job interview	16.9	40.0	48	40.0	36.7	53	19.6	42.9	57
Communication between faculty and counselors	59.3	23.5	32	11.5	23.0	52	21.0	38.7	51
Which arrangement would you prefer	70.4	21.1	42	9.1	29.1	58	31.0	39.7	55
Which arrangement do you think students would prefer	58.2	28.4	46	7.3	32.7	58	35.0	35.0	53

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TABLE 18 (cont.)
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Student Services Staff (N=20)								
	Divisional arrangement			Central office arrangement			Small centers in major buildings		
	Effectiveness			Effectiveness			Effectiveness		
	Extrm (%)	Very (%)	Blank (N)	Extrm (%)	Very (%)	Blank (N)	Extrm (%)	Very (%)	Blank (N)
Ability to work with students	42.1	42.1	1	21.1	52.6	1	23.5	23.5	3
Lack of confusion in seeing students	55.6	16.7	2	27.8	55.6	2	25.0	50.0	4
Academic counseling	47.4	42.1	1	10.5	57.9	1	29.4	35.3	3
Vocational counseling	31.6	26.3	1	11.1	55.6	2	25.0	56.3	4
Job placement service	21.1	21.1	1	27.8	44.4	2	31.3	37.5	4
Personal adjustment counseling	21.1	42.1	1	57.9	21.1	1	50.0	31.3	4
Students' willingness to come in	44.4	38.9	2	16.7	50.0	2	31.3	43.8	4
On-campus job interview	15.8	31.6	1	44.4	27.8	2	25.0	25.0	4
Communication between faculty and counselors	68.4	21.1	1	10.5	26.3	1	22.2	27.8	2
Which arrangement would you prefer	76.5	17.6	3	13.3	60.0	5	25.0	18.8	4
Which arrangement do you think students would prefer	75.0	25.0	4	14.3	71.4	6	33.3	6.7	5

The method of delivering personal adjustment counseling resulted in the greatest variance in opinion. Faculty believed that small centers in major buildings was the most effective method. Student services staff believed a central office approach was best, although they were positive toward the small center concept. Administrators leaned toward the division as the most effective way of presenting this service but were also positive about the central office arrangement.

The small center was offered as a possible blending of the strengths of the division and central office arrangements. Counselors may have different strengths, and bringing them together into centers might permit them to focus on their strengths.

Current students and student counselors were given a simpler rating system. The response phenomenon of rating just one delivery method was more common here and is reflected in the number of blanks (Table 19). The vast majority of students preferred to receive academic counseling from faculty advisors. They wanted job placement information through a central office but wanted vocational counseling through their faculty advisors. The actual on-campus job interview could come through a central office or small centers Finally, the students preferred going to a faculty advisor for personal counseling. These results should be compared to student evaluation of faculty advisors. While advisors have been criticized on some criteria, they are still the preferred method of receiving guidance and counseling.

Finally, Table 20 demonstrates how large majorities of professional staff believed that decentralization of counseling staff into divisions was effective This response summarizes the general approval for decentralized services which is implicit throughout the results of this study.

Importance of types of counseling. Although a matrix of opinions was the main method of this study, some questions were directed at self-evaluation by student services staff. Personnel were asked to rate their perceptions of the importance of four types of counseling (academic-career, academic-transfer, vocational-placement, and personal adjustment) as defined by (a) the institution, (2) by the student services administration, (c) by the "needs of the students you see," and (d) by "what you would like your role to be" (Table 21). The reader should note that options on the scale included "extremely important," "very important," or simply "important." Assuming all types of counseling are of some importance, the authors were looking for relative importance.

(a) The staff saw academic-career and academic-transfer counseling as being of the greatest importance as perceived by the institution as a whole. Vocational-placement counseling was very important, and personal adjustment counseling was considered important although less so.

(b) The staff viewed academic-transfer counseling as most important to the student services administration. Academic-career counseling was second with personal adjustment counseling a close third. Vocational-placement counseling was the least important to the student services administration but still of significance.

TABLE 19

RATINGS OF PREFERRED COUNSELING STRUCTURE

Academic Counseling

	Divisional			Central Office			Small Centers			Faculty Advisors		
	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)
Current students (N=143)	30.3	35.5	67	8.8	30.9	75	28.4	35.1	69	84.4	9.4	47
Stu. counselors (N=9)	50.0	0	3	0	14.3	2	28.6	14.3	2	62.5	12.5	1

Job Placement Information

	Divisional			Central Office			Small Centers			Faculty Advisors		
	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)
Current students (N=143)	43.1	26.4	71	55.4	25.3	60	40.8	35.2	72	34.7	28.0	68
Stu. counselors (N=9)	42.9	14.3	2	62.5	12.5	1	33.3	16.7	3	42.9	14.3	2

Vocational Counseling

	Divisional			Central Office			Small Centers			Faculty Advisors		
	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)
Current students (N=143)	51.4	27.0	69	23.1	29.2	78	39.2	33.8	69	65.9	17.6	58
Stu. counselors (N=9)	62.5	12.5	1	0	14.3	2	28.6	14.3	2	28.6	28.6	2

On-Campus Job Interview

	Divisional			Central Office			Small Centers			Faculty Advisors		
	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)
Current students (N=143)	37.5	26.4	71	46.6	21.9	70	44.0	28.0	68	31.4	25.7	73
Stu. counselors (N=9)	16.7	33.3	3	60.0	20.0	4	42.9	0	2	0	0	4

Personal Problems Counseling

	Divisional			Central Office			Small Centers			Faculty Advisors		
	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)	Very Pfrd (%)	Pfrd (%)	Blank (N)
Current students (N=143)	16.1	19.4	81	8.5	18.6	84	46.4	21.7	74	68.9	12.6	40
Stu. counselors (N=9)	14.3	28.6	2	12.5	25.0	1	25.0	12.5	1	37.5	0	1

Ratings: 3=very preferred; 2=preferred; 1=not preferred. (Rating of 1 not included in this table.)

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TABLE 20
RATINGS OF WHETHER DECENTRALIZATION
OF COUNSELING STAFF IS EFFECTIVE

	Yes (%)	Blank (N)
Administration (N=12)	80.0	2
Faculty (N=113)	90.8	15
Stu. Svcs. Staff (N=20)	73.7	1

TABLE 21
RATINGS OF IMPORTANCE OF TYPES OF COUNSELING
BY STUDENT SERVICES STAFF
(N=20)

	Academic-Career Importance			Academic-Transfer Importance		
	Extr (%)	Very (%)	Blank (N)	Extr (%)	Very (%)	Blank (N)
As defined by H.A.C.C.	70.0	25.0	0	70.0	25.0	0
As defined by the student services administration	45.0	40.0	0	65.0	25.0	0
As defined by the needs of the students you see	70.0	30.0	0	60.0	35.0	0
As defined by what you would like your role to be	50.0	35.0	0	30.0	60.0	0

	Vocational-Placement Importance			Personal Adjustment Importance		
	Extr (%)	Very (%)	Blank (N)	Extr (%)	Very (%)	Blank (N)
As defined by H.A.C.C.	25.0	45.0	0	20.0	25.0	0
As defined by the student services administration	20.0	35.0	0	40.0	35.0	0
As defined by the needs of the students you see	75.0	20.0	0	30.0	40.0	0
As defined by what you would like your role to be	45.0	30.0	0	36.8	36.8	1

Rating system: 3 = extremely important; 2 = very important; 1 = important.
(Rating of 1 not included in this table.)

(c) Vocational-placement and academic-career counseling were perceived by staff as most important in terms of their perception of student needs. Academic-transfer counseling was also viewed as of considerable importance; personal adjustment counseling was lower in demand.

(d) Academic-career counseling and vocational-placement counseling were most important in terms of what most staff members wanted their roles to be. Academic-transfer counseling was a strong third. Personal adjustment counseling was important but not desired as a primary role of most counselors.

The important consideration in this data is disparity between different areas. Academic-career counseling ranked high on most of the criteria but could have been pursued to a greater degree than the student services administration had been doing at the time of the study. Academic-transfer counseling was viewed as important to the institution and to the student services administration but less so in terms of student needs and what staff desired in their roles. Vocational-placement counseling was viewed as important in terms of student needs and what staff desired to do. They felt the institution and the student services administration viewed it as being of relatively less importance. Personal adjustment counseling was relatively important to the student services administration but of the least importance on all other criteria. Of course, this does not mean it is of no importance, but administrators of the student services operation should consider this view then they develop and proportion resources in terms of needs.

The opinions in this data may not be feasible in terms of implementation, but they are accurate in terms of student services staff's perception. Just as they may not be feasible, these opinions may not be correct. Administrators of student services or the institution as a whole may be more correct in their perceptions. It is up to these administrators to review this data in conjunction with their expertise and student perceptions. Recommendations will be made by the authors in light of the data and personal perceptions.

Administrative functions as related to student personnel services. Members of the student services staff were asked to evaluate the general importance of certain administrative functions and the institution's performance on the same items (Table 22). A majority of staff rated "encouraging staff participation in professional associations" as important, but only 10 percent gave performance a positive rating. A related item, "organizing a systematic program of in-service training for both professional and clerical staff" was considered very important by a moderate majority of the staff, but only five percent gave a positive rating to performance.

"Conducting and disseminating local institutional research" was considered very important by a majority of staff, but only 30 percent gave a positive rating in their evaluation of performance. Comments suggested that the critique was directed more at the dissemination of research. These comments would reflect on the Research Office rather

TABLE 22
COMBINED PERCENT RATINGS OF RELATED ADMINISTRATIVE FUNCTIONS BY STUDENT SERVICES STAFF
(N=20)

	Importance			Performance		
	Very[a] (%)	Not[b] (%)	Blank (N)	Exclnt[a] (%)	Poor[b] (%)	Blank (N)
Encouraging staff participation in professional associations	55.0	10.0	0	10.0	35.0	0
Organizing a systematic program of in-service training for both professional and clerical staff	73.7	0	1	5.3	73.6	1
Conducting and disseminating local institutional research	65.0	5.0	0	30.0	30.0	0
Arranging for follow-up studies of former students	65.0	5.0	0	22.2	38.9	2
Providing administrative leadership to all facets of the student personnel program	85.0	0	0	20.0	60.0	0
Preparing organizational patterns and job descriptions	50.0	10.0	0	20.0	25.0	0
Identifying and interpreting staffing needs	90.0	0	0	35.0	45.0	0

[a] Ratings of 4 and 5 on a 5-point scale
[b] Ratings of 1 and 2 on a 5-point scale

See also Table 29.

than student services. The "arranging of follow-up studies of former students" reflects on the routine follow-up of students conducted by the student services staff at that time. Again, a majority thought it very important, but only 22 percent gave a positive evaluation.

The last three items reflected on the administration of student services. "Providing administrative leadership to all facets of the student personnel program" was considered very important by a large majority of staff members, but only 20 percent gave a positive rating. Half of the staff rated "preparing organizational patterns and job descriptions" as very important, but only 20 percent gave a positive evaluation. Lastly, 90 percent of the staff rated "identifying and interpreting staffing needs" as very important. One-third gave a positive rating, but there was considerable difference in opinion.

All of these items with the exception of institutional research reflect on the administration of the student services, and in each case more staff members rated performance negatively than positively. The data calls for extensive review of this operation to ascertain what must be done to improve performance on each of these items.

Attitudes toward the counseling process. The key to the interface between students and counselors is student attitudes toward counseling per se and trust. Although many students did not respond, assumably due to no contact, a majority of respondents saw the act of seeking counseling positively (Table 23). A resounding majority of students believed their personal consultations with counselors were kept strictly confidential. Virtually no one believed confidences were easily violated. This information is a positive basis for current services and whatever services may be offered in the future.

TABLE 23
COMBINED PERCENT RATINGS OF FEELINGS ABOUT SEEKING COUNSELING AND CONFIDENTIALITY

	Seeking counsel showed			Degree of confidentiality		
	Strength[a] (%)	Weakness[b] (%)	Blank & N/A (N)	Strictly Confdtnl[a] (%)	Not Confdtnl[b] (%)	Blank & N/A (N)
Current Students (N=143)	62.5	6.2	79	93.3	1.1	54
Graduates (N=181)	62.2	9.6	78	90.3	0.8	57
Non-Returning Students (N=75)	56.6	10.1	45	87.2	5.1	36
Student Counselors (N=9)	71.4	14.3	2	100.0	0	0

[a] Ratings of 4 and 5 on a 5-point scale
[b] Ratings of 1 and 2 on a 5-point scale

See also Table 30.

SUMMARY AND RECOMMENDATIONS

Section A

1. Admissions, Registration and Records

Overall, both students and professional staff thought each of the items in this portion were of considerable importance. In terms of performance, most of the items were rated relatively positive with one exception. Some groups, especially administration and faculty, thought a poor job was being done in reviewing previous academic records as far as placing students in classes and appropriate sections. Some students expressed dissatisfaction at being placed in developmental courses, which they felt did not prove to be valuable. The registration process received a relatively good evaluation, although some of the students' comments suggested better registration times, especially for evening students.

2. Guidance and Counseling

Virtually all of the items in this section were considered important to some degree. Performance varied somewhat. Although in no case did a majority of any group evaluate performance negatively, there is still some cause for review.

The areas most in need of review were the use of standardized tests in placing new students and the use of tests to identify deficiencies in basic skills; providing information about career opportunities related to curricula and providing reliable information on career areas; and providing opportunities for students during the first semester to learn about the College, about study skills, and about self-development.

Comments by students also point direction for some changes. Students were concerned about the availability of counselors on two counts: (a) when counselors were in their offices, students couldn't get to see them, and (b) at special times counselors simply weren't available to students at all, especially the evening students. Some students also commented that the counseling services that were available should be communicated better. For instance, the information contained in the Student Handbook and the College Catalog should be clarified considerably so that new students know exactly what services are available and where they are located.

3. Job Placement and Financial Assistance

All of the items in this section were considered important by students and professional staff. The staff felt a need for arranging opportunities for students to work on a part-time basis in jobs that are directly related to career objectives and assisting students who are graduating from career

programs to meet prospective employers and to locate employment that is in keeping with career plans. Students also felt there should be a more adequate job placement operation. They also questioned the career validities of some occupational programs and commented very favorably on co-op programs.

4. Student Activities

Although most of these items were considered to be of some importance by students and professional staff, the area of student activities overall was not considered as important as other areas in Section A. Providing social activities was rated relatively low in comparison to other items in this section. Students had few comments about these activities except that the names of clubs could be better publicized as well as their meeting dates. Responses also indicated that the College should review the student conduct code, the opportunities students have to become involved in current issues and the community, opportunities for formal expression of ideas and opinions, and student leadership training.

5. Administrative Services

Students considered all administrative services of some importance. They rated the College's performance in assisting them to locate local living accommodations as relatively poor, while professional staff did not see this as a function of the College. Students also felt the College could be doing a better job in providing food services. Opinions of professional staff agreed with students on need for improving alumni contact, the bookstore, and liaison with local high schools and other colleges. It should be noted that all groups were at least moderately satisfied with campus security.

This summary has focused on relatively weak areas in light of the rating scales by students and professional staff. The reader should keep in mind that the discussion deals with relative ratings on the positive side of a scale. On the whole, students and faculty were generally satisfied with the services being provided. The focus of the study, however, was to identify those areas which could be improved.

Section B

The responses to items in Section B have yielded substantial information for specific decisions facing the institution.

Psychological Services

There was a very real need for the services of a full-time psychologist at the College as evidenced by ratings and numerous comments. The demand for these services leaves two options. First,the College could employ a counseling psychologist. However, in light of financial restraints a second option is more realistic--the College should have an efficient and effective referral procedure which is clearly communicated to all campus groups.

Student Counselors

There were considerable differences of opinion as to what student counselors were capable of doing, what they actually did, and what was acceptable to students. The entire student counseling program should be reviewed in terms of objectives, training, and relationship with professional staff. After these areas are developed, the program should be clearly communicated to all segments of the College.

Advisor Roles

The strengths (academic advising) and relative weaknesses (non-academic advising) of faculty advisors were identified. However, on the whole there was strong support by all groups, especially students, for having faculty advisors. If services are to be as effective as possible, faculty advisors must become more knowledgeable of curricula outside their division, job opportunities, and the student services operation. This role should be further studied. The strengths of individual faculty members could be capitalized on. The use of a reward system should be reviewed to see if such a system could help to improve the advisor role.

Structure of Student Services

The current structure for delivery of student services is generally a good one in light of the opinions which were obtained. Respondents felt that vocational counseling should remain in the division with the faculty advisor and the division counselor. As a job placement service develops, it should be centralized while being clearly articulated with efforts within the division. On-campus job interviews syould be centralized or conducted through small centers. The way in which personal adjustment counseling is delivered should be reviewed further as there was no consensus.

Importance of Types of Counseling

In rating the importance of four types of counseling (academic-career, academic-transfer, vocational-placement, and personal adjustment) as defined by the institution, by the student services administration, by the needs of students, and by what student services staff would like their role to be, the major difference was with vocational-placement counseling and career counseling. Student services staff felt these were most important in terms of their perception of student needs and what they wanted their role to be. Academic-career counseling and vocational-placement were more important to students than to the student services administration. The College should move toward more and better service in each of these areas.

Administrative Functions as Related to Student Personnel Services

A majority of student services staff considered each function important. However, the staff members were not positive about performance on any of the functions. All administrative functions related to student services should be reviewed by the College, and decisions should be made on how to improve performance.

Attitudes Toward the Counseling Process

Students demonstrated considerable confidence in the ability of College personnel to keep their conversations strictly confidential. A majority of students felt that seeking counseling was a sign of strength, while very few perceived it as a sign of weakness. The counseling atmosphere was, on the whole, very positive.

ADDENDUM

This survey was undertaken during March through June of 1972 and should not be considered an accurate reflection of what exists in student services at the time of publication of the study. Recommendations have been acted upon and will be pursued further by the College community.

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APPENDICES

PRESENTATION OF THE DATA

Percentages are used as a common transformation to facilitate comparisons among various categories. The reader should note the actual number on which the percentage is based. The numbers listed under "Blank" are frequency data, i.e., the actual number of respondents who did not answer that item.

For example, in Table 24 Question 1-a, 75.7 percent of the respondents (current students) indicated this as very important with a rating of 5. This figure means 75.7 percent of 136 respondents (143-7) rated the item very important ("5"). Excluded were 7 Blanks.

It is important to note the number of responses in the Blank category on a given item. If a number is relatively large, it generally means that the respondent had no contact with or knowledge of the topic to which the item refers.

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TABLE 24
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

1. Admissions, Registration & Records

a. Providing potential students with information about the College (courses, programs, expenses, regulations, activities, etc.)

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	75.7	19.9	4.4	0	0	7	22.2	43.7	21.5	10.4	2.2	8
Graduates (N=181)	78.5	18.6	2.8	0	0	4	23.7	47.5	20.3	4.5	4.0	4
Non-returning (N=75)	65.4	20.3	2.9	1.4	0	6	36.2	37.7	20.3	5.8	0	6
Student counselors (N=9)	88.9	11.1	0	0	0	0	33.3	22.2	44.4	0	0	0
Staff												
Administrators (N=12)	83.3	16.7	0	0	0	0	11.1	33.3	55.6	0	0	3
Faculty (N=113)	73.1	21.2	5.8	0	0	9	7.8	43.3	33.3	13.3	2.2	23
Student svcs. (N=20)	80.0	15.0	5.0	0	0	0	30.0	30.0	30.0	10.0	0	0

b. Appraising any previous educational record of the student to determine his probable success in various courses and curricula which might interest him.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	48.7	27.7	17.6	5.0	0.8	24	21.2	32.2	31.4	8.5	6.8	25
Graduates (N=181)	47.9	32.5	10.4	6.1	3.1	18	12.4	39.9	29.4	12.4	5.9	28
Non-returning (N=75)	54.7	25.0	15.6	3.1	1.6	11	19.4	28.4	34.3	10.4	7.5	8
Student counselors (N=9)	85.7	14.3	0	0	0	2	12.5	25.0	12.5	25.0	25.0	1
Staff												
Administrators (N=12)	50.0	33.3	16.7	0	0	0	0	44.4	55.6	0	0	3
Faculty (N=113)	57.6	25.3	14.1	3.0	0	14	5.6	22.5	50.6	15.7	5.6	24
Student svcs. (N=20)	45.0	40.0	5.0	10.0	0	0	20.0	45.0	25.0	10.0	0	0

c. Conducting registration for classes.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	53.4	35.3	9.0	2.3	0	10	36.7	33.8	21.6	5.8	2.2	4
Graduates (N=181)	56.5	29.4	13.0	1.1	0	4	20.1	39.7	24.6	11.2	4.5	2
Non-returning (N=75)	59.4	23.2	14.5	2.9	0	6	35.2	32.4	25.4	7.0	0	4
Student counselors (N=9)	77.8	11.1	0	11.1	0	0	55.6	22.2	11.1	11.1	0	0
Staff												
Administrators (N=12)	58.3	16.7	16.7	0	8.3	0	45.5	27.3	27.3	0	0	1
Faculty (N=113)	39.6	32.7	27.7	0	0	12	21.0	41.0	25.0	4.0	9.0	13
Student svcs. (N=20)	45.0	50.0	5.0	0	0	0	20.0	55.0	15.0	10.0	0	0

d. Clarity of academic regulations (e.g . grading, withdrawal, attendance, etc.).

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	53.7	34.6	8.1	3.7	0	7	35.5	37.7	20.3	5.8	0.7	5
Graduates (N=181)	59.4	30.3	9.7	0.6	0	6	38.5	35.2	18.4	5.6	2.2	2
Non-returning (N=75)	66.2	19.1	11.8	2.9	0	7	38.4	37.0	13.7	8.2	2.7	2
Student counselors (N=9)	66.7	33.3	0	0	0	0	44.4	33.3	11.1	0	11.1	0
Staff												
Administrators (N=12)	50.0	25.0	25.0	0	0	0	0	30.0	40.0	30.0	0	2
Faculty (N=113)	52.4	35.2	12.4	0	0	8	9.9	30.7	38.6	16.8	4.0	12
Student svcs. (N=20)	45.0	45.0	10.0	0	0	0	20.0	45.0	20.0	15.0	0	0

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TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

1. Admissions, Registration & Records
   e. Maintaining records of the academic progress of each student (grades), the activities of the student at the College, and some indication of his social development.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	46.4	28.8	18.4	5.6	0.8	18	27.6	36.6	24.4	8.1	3.3	20
Graduates (N=181)	43.0	35.8	15.2	3.6	2.4	16	22.6	46.3	22.6	7.3	1.2	17
Non-returning (N=75)	50.0	29.0	17.7	1.6	1.6	13	40.0	24.6	30.8	1.5	3.1	10
Student counselors (N=9)	75.0	25.0	0	0	0	1	50.0	12.5	25.0	12.5	0	1
Staff												
Administrators (N=12)	50.0	25.0	8.3	16.7	0	0	22.2	33.3	22.2	22.2	0	3
Faculty (N=113)	44.2	28.4	23.2	3.2	1.1	18	19.6	34.9	34.9	5.8	4.7	27
Student svcs. (N=20)	47.4	36.8	10.5	5.3	0	1	26.3	26.3	31.6	10.5	5.3	1

2. Guidance and Counseling
   a. Interpreting standardized tests to income students as a means of helping them select courses and curricula in which they are most likely to succeed.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	43.2	25.2	22.5	8.1	0.9	32	19.8	32.3	32.3	7.3	8.3	47
Graduates (N=181)	40.1	29.0	21.6	3.7	5.6	19	6.0	36.9	35.6	13.4	8.1	32
Non-returning (N=75)	48.4	28.1	15.6	7.8	0	11	19.2	23.1	38.5	7.7	11.5	23
Student counselors (N=9)	12.5	25.0	50.0	0	12.5	1	28.6	28.6	28.6	0	14.3	2
Staff												
Administrators (N=12)	54.5	27.3	9.1	9.1	0	1	0	25.0	62.5	12.5	0	4
Faculty (N=113)	37.2	40.4	19.1	3.2	0	19	4.1	28.8	39.7	23.3	4.1	40
Student svcs. (N=20)	30.0	35.0	35.0	0	0	0	5.0	35.0	40.0	20.0	0	0

   b. Providing faculty advisors to consult with students about their career plans, educational goals, and probable chances for achieving them.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	66.1	27.6	4.7	1.6	0	16	36.6	29.3	19.5	10.6	4.1	20
Graduates (N=181)	73.6	22.5	3.9	0	0	3	26.8	30.2	26.8	9.5	6.7	2
Non-returning (N=75)	68.2	24.2	6.1	0	1.5	9	20.7	27.6	31.0	12.1	8.6	17
Student counselors (N=9)	77.8	22.2	0	0	0	0	33.3	33.3	22.2	11.1	0	0
Staff												
Administrators (N=12)	58.3	25.0	16.7	0	0	0	10.0	20.0	50.0	20.0	0	2
Faculty (N=113)	60.6	30.8	8.7	0	0	9	18.3	36.5	30.8	9.6	4.8	9
Student svcs. (N=20)	50.0	45.0	5.0	0	0	0	5.0	35.0	25.0	30.0	5.0	0

   c. Scheduling advisees into classes and reviewing requirements to meet educational objectives.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	55.1	29.7	12.7	1.7	0.8	25	29.0	29.9	29.0	8.4	3.7	36
Graduates (N=181)	53.7	30.5	12.2	2.4	1.2	17	19.3	32.5	30.7	13.3	4.2	15
Non-returning (N=75)	65.5	19.0	15.5	0	0	17	22.4	22.4	40.8	6.1	8.2	26
Student counselors (N=9)	66.7	22.2	11.1	0	0	0	55.6	11.1	22.2	11.1	0	0
Staff												
Administrators (N=12)	50.0	33.3	16.7	0	0	0	20.0	20.0	50.0	0	10.0	2
Faculty (N=113)	53.6	36.1	10.3	0	0	16	7.7	33.0	41.8	12.1	5.5	22
Student svcs. (N=20)	50.0	35.0	10.0	0	0	0	20.0	40.0	25.0	10.0	5.0	0

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TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

2. Guidance and Counseling

d. Providing professional counselors who are available to consult with students about their personal and social concerns.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	48.7	28.3	16.8	3.5	2.7	30	23.5	27.6	33.7	10.2	5.1	45
Graduates (N=181)	52.2	27.7	17.0	1.9	1.3	22	21.1	34.0	27.2	10.2	7.5	34
Non-returning (N=75)	51.7	30.0	10.0	5.0	3.3	15	16.3	28.6	26.5	20.4	8.2	26
Student counselors (N=9)	100.0	0	0	0	0	1	66.7	22.2	11.1	0	0	0
Staff												
Administrators (N=12)	33.3	41.7	25.0	0	0	0	20.0	40.0	30.0	10.0	0	2
Faculty (N=113)	51.9	24.5	18.9	3.8	0.9	7	28.1	36.5	21.9	11.5	2.1	17
Student svcs. (N=20)	50.0	45.0	5.0	0	0	0	45.0	35.0	5.0	10.0	5.0	0

e. Providing information about career opportunities that are related to the various courses and curricula of the College.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	58.8	33.6	6.7	0	0.8	24	22.5	35.1	27.9	9.0	5.4	32
Graduates (N=181)	64.5	27.9	6.4	0.6	0.6	9	19.2	29.9	33.5	13.8	3.6	14
Non-returning (N=75)	63.5	28.6	6.3	1.6	0	12	26.0	32.0	26.0	8.0	8.0	25
Student counselors (N=9)	77.8	22.2	0	0	0	0	33.3	11.1	44.4	11.1	0	0
Staff												
Administrators (N=12)	50.0	33.3	16.7	0	0	0	0	33.3	22.2	22.2	22.2	3
Faculty (N=113)	59.0	31.4	8.6	1.0	0	8	15.6	36.5	29.2	13.5	5.2	17
Student svcs. (N=20)	60.0	40.0	0	0	0	0	0	21.1	26.3	47.4	5.3	1

f. Providing an orientation program at the beginning of school to help students "get the feel of things."

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	36.4	35.7	13.2	7.0	7.8	14	28.5	35.8	21.1	11.4	3.3	20
Graduates (N=181)	38.8	27.6	18.2	10.6	4.7	11	27.3	38.5	26.7	5.0	2.5	20
Non-returning (N=75)	36.4	16.7	34.8	7.6	4.5	9	25.5	25.5	36.4	7.3	5.5	20
Student counselors (N=9)	44.4	33.3	11.1	11.1	0	0	77.8	0	0	11.1	11.1	0
Staff												
Administrators (N=12)	25.0	41.7	33.3	0	0	0	10.0	50.0	40.0	0	0	2
Faculty (N=113)	29.2	42.5	23.6	3.8	0.9	7	14.1	28.3	44.4	10.1	3.0	14
Student svcs. (N=20)	25.0	40.0	35.0	0	0	0	10.5	31.6	15.8	31.6	10.5	1

g. Providing opportunities for students during the first semester to learn about the College, about study skills, about career opportunities, and about self-development.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	30.8	41.9	18.8	6.0	2.6	26	12.1	25.2	41.1	17.8	3.7	36
Graduates (N=181)	33.1	39.9	22.7	4.3	0	18	7.1	27.9	50.6	11.0	3.2	27
Non-returning (N=75)	41.3	34.9	20.6	3.2	0	12	9.8	35.3	35.3	9.8	9.8	24
Student counselors (N=9)	50.0	37.5	12.5	0	0	1	25.0	12.5	50.0	0	12.5	1
Staff												
Administrators (N=12)	41.7	33.3	25.0	0	0	0	22.2	22.2	44.4	0	11.1	3
Faculty (N=113)	48.5	27.7	21.8	2.0	0	12	6.7	16.7	43.3	21.1	12.2	23
Student svcs. (N=20)	40.0	40.0	20.0	0	0	0	5.3	31.6	26.3	21.1	15.8	1

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TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

2. Guidance and Counseling
h. Providing adequate information to aid in transfer to other institutions.

Group	Importance Very 5	4	3	2	Not 1	Blank (N)	Performance Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	73.3	22.5	3.3	0.8	0	23	20.8	34.0	22.6	15.1	7.5	37
Graduates (N=181)	76.5	18.7	4.2	0.6	0	15	19.9	28.8	28.2	15.4	7.7	25
Non-returning (N=75)	73.8	14.8	9.8	1.6	0	14	32.0	32.0	18.0	10.0	8.0	25
Student counselors (N=9)	77.8	22.2	0	0	0	0	55.6	22.2	22.2	0	0	0
Staff												
Administrators (N=12	50.0	25.0	25.0	0	0	0	11.1	44.4	44.4	0	0	3
Faculty (N=113)	55.9	36.3	7.8	0	0	11	16.8	41.1	28.4	8.4	5.3	18
Student svcs. (N=20)	50.0	40.0	10.0	0	0	0	21.1	52.6	21.1	0	5.3	1

i. Providing career information using identified sources of occupational information, and community and regional manpower needs.

Group	Importance Very 5	4	3	2	Not 1	Blank (N)	Performance Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	51.5	34.0	12.6	1.0	1.0	40	15.6	27.8	31.1	18.9	6.7	53
Graduates (N=181)	64.3	30.4	5.4	0	0	13	14.8	34.8	32.9	12.9	4.5	26
Non-returning (N=75)	65.0	28.3	5.0	1.7	0	15	23.4	31.9	29.8	10.6	4.3	28
Student counselors (N=9)	57.1	42.9	0	0	0	2	25.0	12.5	37.5	12.5	12.5	1
Staff												
Administrators (N=12)	58.3	33.3	8.3	0	0	0	10.0	20.0	20.0	10.0	40.0	2
Faculty (N=113)	54.0	36.0	10.0	0	0	13	4.5	26.1	39.8	18.2	11.4	25
Student svcs. (N=20)	55.0	40.0	5.0	0	0	0	5.3	10.5	47.4	21.1	15.8	1

j. Providing tests which will help students in identifying any deficiencies in basic skills which they may have in reading, writing, or arithmetic.

Group	Importance Very 5	4	3	2	Not 1	Blank (N)	Performance Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	46.9	28.3	14.2	5.3	5.3	30	27.2	19.6	34.8	8.7	9.8	51
Graduates (N=181)	42.6	34.5	16.9	3.4	2.7	33	16.5	26.8	37.0	15.7	3.9	54
Non-returning (N=75)	60.3	22.2	12.7	4.8	0	12	22.7	20.5	34.1	13.6	9.1	31
Student counselors (N=9)	37.5	50.0	12.5	0	0	1	25.0	37.5	37.5	0	0	1
Staff												
Administrators (N=12)	30.0	40.0	30.0	0	0	2	0	37.5	25.0	25.0	12.5	4
Faculty (N=113)	52.0	33.3	12.7	1.0	1.0	11	11.5	34.5	34.5	16.1	3.4	26
Student svcs. (N=20)	30.0	50.0	15.0	5.0	0	0	21.1	10.5	42.1	26.3	0	1

k. Providing a special program for students who may discover deficiencies in any of the basic skills.

Group	Importance Very 5	4	3	2	Not 1	Blank (N)	Performance Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	58.1	26.5	11.1	4.3	0	26	31.4	36.3	18.6	9.8	3.9	41
Graduates (N=181)	59.2	29.6	9.2	0.7	1.3	29	37.2	32.1	20.4	6.6	3.6	44
Non-returning (N=75)	73.8	14.8	8.2	1.6	1.6	14	26.2	21.4	35.7	9.5	7.1	33
Student counselors (N=9)	62.5	25.0	12.5	0	0	1	62.5	25.0	12.5	0	0	1
Staff												
Administrators (N=12)	58.3	33.3	8.3	0	0	0	20.0	40.0	30.0	10.0	0	2
Faculty (N=113)	65.0	26.2	7.8	1.0	0	10	14.4	34.0	34.0	13.4	4.1	16
Student svcs. (N=20)	55.0	30.0	10.0	5.0	0	0	26.3	36.8	21.1	15.8	0	1

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

3. Job Placement and Financial Assistance

a. Providing students who need financial assistance with opportunities for part-time jobs, loans, grants-in-aid, or other financial aids.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	63.4	26.8	8.0	1.8	0	31	37.0	30.4	23.9	4.3	4.3	51
Graduates (N=181)	64.9	24.4	5.6	0.6	0	21	33.1	42.6	17.6	4.7	2.0	33
Non-returning (N=75)	60.0	23.3	16.7	0	0	15	47.5	20.0	22.5	5.0	5.0	35
Student counselors (N=9)	75.0	25.0	0	0	0	1	75.0	12.5	12.5	0	0	1
Staff												
Administrators (N=12)	41.7	58.3	0	0	0	0	30.0	40.0	20.0	10.0	0	2
Faculty (N=113)	53.5	37.6	7.9	1.0	0	12	15.1	46.2	34.4	4.3	0	20
Student svcs. (N=20)	60.0	35.0	5.0	0	0	0	20.0	55.0	25.0	0	0	0

b. Arranging opportunities for students to work on a part-time basis in jobs that are directly related to their career objectives.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	54.4	36.0	7.9	1.8	0	29	27.3	27.3	29.5	5.7	10.2	55
Graduates (N=181)	55.4	33.1	10.1	1.4	0	33	27.6	26.8	28.3	11.0	6.3	54
Non-returning (N=75)	53.4	32.8	12.1	1.7	0	17	23.7	39.5	23.7	13.2	0	37
Student counselors (N=9)	50.0	50.0	0	0	0	1	42.9	14.3	28.6	14.3	0	2
Staff												
Administrators (N=12)	33.3	33.3	25.0	0	8.3	0	0	44.4	22.2	22.2	11.1	3
Faculty (N=113)	44.2	45.3	8.4	2.1	0	18	12.8	29.1	36.0	17.4	4.7	27
Student svcs. (N=20)	45.0	30.0	25.0	0	0	0	10.5	5.3	36.8	47.4	0	1

c. Providing appropriate information that enables students to effectively utilize veterans and social security benefits.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	54.3	30.5	13.3	1.9	0	38	39.5	39.5	16.3	4.7	0	57
Graduates (N=181)	61.2	27.2	8.8	2.7	0	34	40.2	37.7	16.4	4.1	1.6	59
Non-returning (N=75)	60.3	24.1	15.5	0	0	17	32.5	37.5	25.0	5.0	0	35
Student counselors (N=9)	66.7	22.2	11.1	0	0	0	66.7	33.3	0	0	0	0
Staff												
Administrators (N=12)	27.3	45.5	27.3	0	0	1	22.2	66.7	11.1	0	0	3
Faculty (N=113)	48.4	41.8	9.9	0	0	22	37.0	45.7	17.3	0	0	32
Student svcs. (N=20)	50.0	20.0	30.0	0	0	0	35.0	30.0	35.0	0	0	0

d. Assisting students who are graduating from career programs to meet prospective employers and to locate employment that is in keeping with their career plans.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	59.4	33.7	5.9	1.0	0	42	28.8	32.9	28.8	4.1	5.5	70
Graduates (N=181)	74.8	20.3	4.9	0	0	38	26.1	29.4	25.2	10.1	9.2	62
Non-returning (N=75)	67.3	21.8	10.9	0	0	20	30.3	27.3	30.3	6.1	6.1	42
Student counselors (N=9)	71.4	28.6	0	0	0	2	50.0	16.7	33.3	0	0	3
Staff												
Administrators (N=12)	41.7	41.7	16.7	0	0	0	0	20.0	30.0	30.0	20.0	2
Faculty (N=113)	57.4	38.3	4.3	0	0	19	12.3	28.4	38.3	8.6	12.3	32
Student svcs. (N=20)	70.0	15.0	15.0	0	0	0	5.6	11.1	38.9	33.3	11.1	2

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TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

4. Student Activities

a. Providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interests.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	27.9	42.6	22.1	5.7	1.6	21	27.9	36.9	27.9	6.3	0.9	32
Graduates (N=181)	33.1	34.9	25.3	4.2	2.4	15	38.6	35.4	23.4	1.3	1.3	23
Non-returning (N=75)	33.3	19.7	36.4	9.1	1.5	9	37.3	23.5	33.3	5.9	0	24
Student counselors (N=9)	44.4	22.2	33.3	0	0	0	66.7	11.1	22.2	0	0	0
Staff												
Administrators (N=12)	16.7	25.0	41.7	8.3	8.3	0	20.0	40.0	30.0	0	10.0	2
Faculty (N=113)	16.3	41.3	33.7	5.8	2.9	9	18.6	38.2	33.3	7.8	2.0	11
Student svcs. (N=20)	15.0	40.0	35.0	10.0	0	0	15.0	45.0	25.0	15.0	0	0

b. Providing opportunities for students to have their own self-government through elected representatives.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	40.3	32.8	18.5	5.0	3.4	24	44.9	26.2	22.4	6.5	0	36
Graduates (N=181)	40.1	35.5	17.4	5.2	1.7	9	40.2	36.0	17.7	4.3	1.8	17
Non-returning (N=75)	38.5	20.0	27.7	10.8	3.1	10	40.0	24.0	26.0	4.0	6.0	25
Student counselors (N=9)	44.4	33.3	22.2	0	0	0	55.6	22.2	11.1	11.1	0	0
Staff												
Administrators (N=12)	33.3	25.0	25.0	8.3	8.3	0	50.0	50.0	0	0	0	2
Faculty (N=113)	28.6	42.9	22.9	5.7	0	8	36.5	39.4	20.2	2.9	1.0	9
Student svcs. (N=20)	40.0	30.0	25.0	5.0	0	0	35.0	35.0	10.0	20.0	0	0

c. Helping students develop and enforce a student code of conduct governing the expected behavior of the student while on campus or at College-sponsored activities off-campus.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	36.8	36.0	10.5	12.3	4.4	29	22.9	35.4	28.1	9.4	4.2	47
Graduates (N=181)	31.5	31.5	26.7	7.9	2.4	16	16.1	40.0	34.3	8.4	1.3	26
Non-returning (N=75)	37.5	29.7	20.3	7.8	4.7	11	19.1	36.2	31.9	10.6	2.1	28
Student counselors (N=9)	44.4	22.2	22.2	0	11.1	0	22.2	11.1	33.3	11.1	22.2	0
Staff												
Administrators (N=12)	25.0	50.0	25.0	0	0	0	0	40.0	40.0	10.0	10.0	2
Faculty (N=113)	34.0	42.0	20.0	3.0	1.0	13	16.7	30.2	35.4	10.4	7.3	17
Student svcs. (N=20)	50.0	20.0	20.0	5.0	5.0	0	36.8	15.8	26.3	15.8	5.3	1

d. Providing opportunities for students to become involved in and concerned with current problems in our society through guest lecturers, panel discussions, and participation in community affairs.

	Importance						Performance					
	Very				Not	Blank	Excellent				Poor	Blank
Group	5	4	3	2	1	(N)	5	4	3	2	1	(N)
Students												
Current (N=143)	44.4	41.1	11.3	2.4	0.8	19	34.2	23.4	29.7	7.2	5.4	32
Graduates (N=181)	44.5	36.4	16.8	1.7	0.6	8	36.5	45.5	16.2	1.8	0	14
Non-returning (N=75)	40.9	40.9	15.2	1.5	1.5	9	39.2	35.3	19.6	5.9	0	24
Student counselors (N=9)	77.8	11.1	11.1	0	0	0	22.2	55.6	11.1	0	11.1	0
Staff												
Administrators (N=12)	25.0	50.0	8.3	8.3	8.3	0	0	63.6	18.2	18.2	0	1
Faculty (N=113)	35.9	42.7	15.5	5.8	0	10	11.7	26.2	39.8	13.6	8.7	10
Student svcs. (N=20)	15.0	65.0	20.0	0	0	0	10.0	15.0	40.0	30.0	5.0	0

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TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

4. Student Activities

e. Providing opportunities for students to participate in a variety of social activities.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	25.0	36.7	30.0	5.8	2.5	23	23.8	33.3	36.2	5.7	1.0	38
Graduates (N=181)	31.3	34.3	28.9	4.8	0.6	15	26.2	36.6	31.1	5.5	0.6	17
Non-returning (N=75)	24.2	28.8	31.8	10.6	4.5	9	22.4	38.8	28.6	8.2	2.0	26
Student counselors (N=9)	66.7	22.2	11.1	0	0	0	22.2	33.3	22.2	22.2	0	0
Staff												
Administrators (N=12)	8.3	16.7	66.7	0	8.3	0	10.0	40.0	50.0	0	0	2
Faculty (N=113)	12.7	39.2	36.3	11.8	0	11	14.3	27.6	43.9	13.3	1.0	15
Student svcs. (N=20)	20.0	30.0	30.0	15.0	5.0	0	26.1	15.8	26.3	26.3	5.3	1

f. Providing opportunities and facilities for students to participate in a variety of intramural sports.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	26.1	36.5	27.0	8.7	1.7	28	24.8	36.6	26.7	9.9	2.0	42
Graduates (N=181)	32.5	37.3	20.5	7.2	2.4	15	32.7	34.0	27.5	5.2	0.7	28
Non-returning (N=75)	29.9	32.8	23.9	10.4	3.0	8	20.0	44.0	24.0	8.0	4.0	25
Student counselors (N=9)	55.6	22.2	11.1	11.1	0	0	66.7	11.1	11.1	11.1	0	0
Staff												
Administrators (N=12)	8.3	25.0	50.0	8.3	8.3	0	40.0	50.0	10.0	0	0	2
Faculty (N=113)	17.6	43.1	31.4	6.9	1.0	11	36.0	33.0	26.0	4.0	1.0	13
Student svcs. (N=20)	45.0	35.0	15.0	5.0	0	0	55.0	25.0	10.0	5.0	5.0	0

g. Providing opportunities for student expression on issues they deem relevant through student publications, panel discussions, forums, etc.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	37.0	42.0	16.0	5.0	0	24	22.9	33.3	28.6	9.5	5.7	38
Graduates (N=181)	35.7	38.9	18.5	6.4	0.6	24	23.2	30.5	37.7	6.0	2.6	30
Non-returning (N=75)	36.1	31.1	29.5	1.6	1.6	14	29.5	31.8	20.5	9.1	9.1	31
Student counselors (N=9)	66.7	33.3	0	0	0	0	22.2	55.6	0	11.1	11.1	0
Staff												
Administrators (N=12)	16.7	41.7	41.7	0	0	0	36.4	18.2	36.4	0	9.1	1
Faculty (N=113)	23.5	49.0	21.6	4.9	1.0	11	9.1	30.3	40.4	15.2	5.1	14
Student svcs. (N=20)	35.0	40.0	25.0	0	0	0	15.8	26.3	31.6	21.1	5.3	1

h. Providing student leadership training opportunities.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	30.1	44.7	20.4	4.9	0	40	15.7	22.9	49.4	9.6	2.4	60
Graduates (N=181)	32.6	34.8	24.8	7.1	0.7	40	15.5	34.9	35.7	10.9	3.1	52
Non-returning (N=75)	34.5	29.3	29.3	6.9	0	17	18.9	24.3	37.8	10.8	8.1	38
Student counselors (N=9)	62.5	25.0	12.5	0	0	1	42.9	28.6	28.6	0	0	2
Staff												
Administrators (N=12)	25.0	41.7	25.0	8.3	0	0	10.0	40.0	30.0	0	20.0	2
Faculty (N=113)	29.7	40.7	26.4	3.3	0	22	8.5	20.7	51.2	17.1	2.4	31
Student svcs. (N=20)	30.0	40.0	30.0	0	0	0	10.0	45.0	10.0	25.0	10.0	0

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

5. Administrative Services

a. Requiring students to have a physical examination before admission to the College as a means of protecting the health of the students.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	44.7	22.7	18.2	9.8	4.5	11	39.0	31.7	21.1	4.1	4.1	20
Graduates (N=181)	39.1	32.5	17.8	6.5	4.1	12	43.4	32.5	15.1	5.4	3.6	15
Non-returning (N=75)	43.3	28.4	25.4	0	3.0	8	47.4	24.6	19.3	5.3	3.5	18
Student counselors (N=9)	22.2	22.2	22.2	22.2	11.1	0	66.7	22.2	0	11.1	0	0
Staff												
Administrators (N=12)	33.3	8.3	50.0	0	8.3	0	33.3	11.1	33.3	22.2	0	3
Faculty (N=113)	40.4	28.1	19.1	6.7	5.6	24	39.7	33.8	23.5	1.5	1.5	45
Student svcs. (N=20)	40.0	35.0	15.0	10.0	0	0	40.0	40.0	15.0	5.0	0	0

b. Assisting students who live off campus and away from home to find suitable living accommodations.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	37.4	42.4	17.2	3.0	0	44	13.9	22.2	36.1	18.1	9.7	71
Graduates (N=181)	41.8	40.4	15.6	0.7	1.4	40	10.6	23.9	38.9	17.7	8.8	68
Non-returning (N=75)	44.8	34.5	13.8	3.4	3.4	17	13.5	21.6	40.5	10.8	13.5	38
Student counselors (N=9)	33.3	33.3	11.1	22.2	0	0	22.2	11.1	22.2	0	44.4	0
Staff												
Administrators (N=12)	8.3	8.3	41.7	41.7	0	0	0	0	62.5	25.0	12.5	4
Faculty (N=113)	24.4	27.9	31.4	14.0	2.3	27	3.0	13.6	30.3	33.3	19.7	47
Student svcs. (N=20)	15.8	21.1	36.8	15.8	10.5	1	5.3	0	15.8	26.3	52.6	1

c. Maintaining contact with alumni of the College as a means of continuing evaluation of the College programs and in gaining additional financial support for College programs.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	22.8	39.1	29.3	5.4	3.3	51	18.8	31.3	34.4	10.9	4.7	79
Graduates (N=181)	28.0	35.7	29.2	4.8	2.4	13	41.7	33.1	16.6	6.1	2.5	18
Non-returning (N=75)	31.7	34.9	25.4	4.8	3.2	12	29.4	35.3	21.6	9.8	3.9	24
Student counselors (N=9)	50.0	0	37.5	0	12.5	1	25.0	25.0	12.5	25.0	12.5	1
Staff												
Administrators (N=12)	16.7	41.7	33.3	8.3	0	0	0	20.0	50.0	30.0	0	2
Faculty (N=113)	25.3	39.1	32.2	3.4	0	26	1.5	15.4	46.2	16.9	20.0	48
Student svcs. (N=20)	21.1	47.4	21.1	5.3	5.3	1	0	16.7	38.9	22.2	22.2	2

d. Providing food services for students and staff of the College.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	47.2	36.6	15.4	0.8	0	20	22.9	26.3	26.3	10.2	14.4	25
Graduates (N=181)	49.4	36.0	11.8	1.7	1.1	3	20.6	36.6	28.0	7.4	7.4	6
Non-returning (N=75)	47.8	31.3	19.4	0	1.5	8	31.0	32.8	25.9	3.4	6.9	17
Student counselors (N=9)	66.7	33.3	0	0	0	0	33.3	22.2	22.2	22.2	0	0
Staff												
Administrators (N=12)	50.0	25.0	25.0	0	0	0	0	25.0	33.3	25.0	16.7	0
Faculty (N=113)	35.2	36.1	25.9	2.8	0	5	5.7	17.1	32.4	24.8	20.0	8
Student svcs. (N=20)	45.0	30.0	25.0	0	0	0	5.0	20.0	35.0	15.0	25.0	0

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TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

5. Administrative Services
e. Providing bookstore services for students and staff of the College.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	68.7	24.6	4.5	2.2	0	9	52.3	27.3	15.9	3.0	1.5	11
Graduates (N=181)	68.2	27.4	4.5	0	0	2	43.8	33.1	14.6	5.6	2.8	3
Non-returning (N=75)	76.5	20.6	2.9	0	0	7	44.6	29.2	18.5	4.6	3.1	10
Student counselors (N=9)	77.8	22.2	0	0	0	0	66.7	22.2	11.1	0	0	0
Staff												
Administrators (N=12)	33.3	58.3	8.3	0	0	0	16.7	41.7	25.0	16.7	0	0
Faculty (N=113)	52.8	39.6	6.6	0.9	0	7	14.4	26.0	22.1	12.5	25.0	9
Student svcs. (N=20)	60.0	20.0	20.0	0	0	0	20.0	30.0	20.0	15.0	15.0	0

f. Maintaining security of College buildings and grounds, including parking lots.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	56.2	30.8	9.2	2.3	1.5	13	44.4	30.6	16.9	4.8	3.2	19
Graduates (N=181)	60.6	25.1	10.9	2.9	0.6	6	40.8	33.3	19.5	4.0	2.3	7
Non-returning (N=75)	75.8	15.2	7.6	0	1.5	9	42.9	30.2	11.1	7.9	7.9	12
Student counselors (N=9)	77.8	11.1	11.1	0	0	0	77.8	22.2	0	0	0	0
Staff												
Administrators (N=12)	58.3	25.0	16.7	0	0	0	33.3	41.7	8.3	8.3	8.3	0
Faculty (N=113)	48.1	37.7	13.2	0.9	0	7	41.0	37.1	14.3	3.8	3.8	8
Student svcs. (N=20)	50.0	30.0	20.0	0	0	0	45.0	30.0	15.0	5.0	5.0	0

g. Establishing and maintaining regulations pertaining to campus traffic and parking.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	32.8	32.0	25.4	4.9	4.9	21	40.8	26.7	23.3	3.3	5.8	23
Graduates (N=181)	45.9	30.2	15.7	7.6	0.6	9	39.5	31.4	19.2	5.8	4.1	9
Non-returning (N=75)	52.4	30.2	12.7	1.6	3.2	12	41.0	29.5	21.3	3.3	4.9	14
Student counselors (N=9)	44.4	33.3	22.2	0	0	0	66.7	22.2	11.1	0	0	0
Staff												
Administrators (N=12)	27.3	45.5	18.2	9.1	0	1	27.3	45.5	18.2	0	9.1	1
Faculty (N=113)	32.4	33.3	29.5	2.9	1.9	8	39.4	41.3	11.5	2.9	4.8	9
Student svcs. (N=20)	10.5	52.6	36.8	0	0	1	26.3	52.6	10.5	0	10.5	1

h. Maintaining a liaison with high schools and senior colleges so that the student avoids unnecessary duplication of high school studies and is suitably prepared if he plans to transfer to a senior college.

Group	Importance: Very 5	4	3	2	Not 1	Blank (N)	Performance: Excellent 5	4	3	2	Poor 1	Blank (N)
Students												
Current (N=143)	70.9	24.5	2.7	1.8	0	33	25.0	39.6	20.8	10.4	4.2	47
Graduates (N=181)	76.7	19.0	3.7	0.6	0	18	23.8	37.7	26.5	6.6	5.3	30
Non-returning (N=75)	85.0	15.0	0	0	0	15	23.4	29.8	34.0	6.4	6.4	28
Student counselors (N=9)	77.8	22.2	0	0	0	0	11.1	66.7	22.2	0	0	0
Staff												
Administrators (N=12)	63.6	18.2	18.2	0	0	1	0	44.4	33.3	0	22.2	3
Faculty (N-113)	47.9	42.7	8.3	1.0	0	17	3.5	33.7	38.4	17.4	7.0	27
Student svcs. (N=20)	33.3	61.1	5.6	0	0	2	16.7	44.4	27.8	11.1	0	2

TABLE 25

PERCENT RATING OF HELPFULNESS AND GENERAL OPINION ABOUT STUDENT COUNSELORS

	Helpfulness					
	Very 5	4	3	2	Not 1	Blank & N/A (N)
Students						
Current (N=143)	26.7	33.2	26.7	6.7	6.7	128
Graduates (N=181)	14.8	37.1	18.5	22.2	7.4	154
Non-Returning (N=75)	33.3	33.3	11.1	11.1	11.1	66
Student Counselors (N=9)	62.5	25.0	0	0	12.5	1

	Opinion					
	Excellent 5	4	3	2	Poor 1	Blank (N)
Students						
Current (N=143)	20.6	25.4	39.7	9.5	4.8	80
Graduates (N=181)	13.3	27.6	41.0	10.5	7.6	76
Non-Returning (N=75)	9.1	30.3	33.3	12.1	15.2	42
Student Counselors(N=9)	62.5	12.5	0	0	25.0	1

TABLE 26
PERCENT RATING OF OWN KNOWLEDGE AND ACTUAL NEED FOR KNOWLEDGE

How knowledgeable are you?

	Administration (N=12)						Faculty (N=113)					
	Very 5	4	3	2	Not at all 1	Blank (N)	Very 5	4	3	2	Not at all 1	Blank (N)
Curricula within your division	63.6	27.3	9.1	0	0	1	49.1	37.5	11.6	1.8	0	1
Curricula outside your division	0	36.4	27.3	27.3	9.1	1	0.9	22.5	53.2	20.7	2.7	2
Job opportunities in your academic area	27.3	27.3	45.5	0	0	1	28.4	42.2	23.9	4.6	0.9	4
The student personnel services at H.A.C.C.	16.7	41.7	25.0	8.3	8.3	0	5.4	28.6	40.2	20.5	5.4	1

How knowledgeable do you need to be?

	Administration (N=12)						Faculty (N=113)					
	Very 5	4	3	2	Not at all 1	Blank (N)	Very 5	4	3	2	Not at all 1	Blank (N)
Curricula within your division	70.0	30.0	0	0	0	2	63.2	32.1	4.7	0	0	7
Curricula outside your division	20.0	60.0	20.0	0	0	2	18.4	42.7	36.9	1.9	0	10
Job opportunities in your academic area	50.0	30.0	20.0	0	0	2	52.0	30.4	14.7	2.0	1.0	11
The student personnel services at H.A.C.C.	54.5	27.3	18.2	0	0	1	48.5	33.0	12.6	5.8	0	10

TABLE 27
PERCENT RATING OF OWN ABILITY TO COUNSEL

Feeling of competence

	Administration (N=12)						Faculty (N=113)					
	Cmptnt 5	4	3	2	Not Cmptnt 1	Blank (N)	Cmptnt 5	4	3	2	Not Cmptnt 1	Blank (N)
Academic advising for transfer students	27.3	36.4	0	18.2	18.2	1	26.2	36.4	29.9	3.7	3.7	6
Academic advising for career students	18.2	45.5	18.2	9.1	9.1	1	17.1	31.4	26.7	17.1	7.6	8
Vocational counseling	9.1	27.3	36.4	18.2	9.1	1	11.3	23.6	36.8	19.8	8.5	7
Placement counseling	0	9.1	27.3	27.3	36.4	1	5.8	15.5	28.2	30.1	20.4	10
Personal counseling	9.1	27.3	36.4	9.1	18.2	1	27.1	37.4	25.2	6.5	3.7	6

Feeling about task

	Administration (N=12)						Faculty (N=113)					
	Enjoy 5	4	3	2	Annoy 1	Blank (N)	Enjoy 5	4	3	2	Annoy 1	Blank (N)
Academic advising for transfer students	40.0	40.0	10.0	0	10.0	2	32.0	41.0	17.0	5.0	5.0	13
Academic advising for career students	20.0	40.0	40.0	0	0	2	25.5	32.7	24.5	10.2	7.1	15
Vocational counseling	10.0	40.0	50.0	0	0	2	22.4	25.5	33.7	13.3	5.1	15
Placement counseling	10.0	30.0	10.0	30.0	20.0	2	16.0	14.9	36.2	21.3	11.7	19
Personal counseling	30.0	10.0	20.0	20.0	20.0	2	34.7	35.6	20.8	5.9	3.0	12

TABLE 28
PERCENT RATING OF COMPETENCE OF FACULTY ADVISORS

	Current Students (N=143)						Student Counselors (N=9)					
	Cmptnt 5	4	3	2	Not Cmptnt 1	Blank & N/A (N)	Cmptnt 5	4	3	2	Not Cmptnt 1	Blank & N/A N
Academic advising for transfer students	37.8	28.9	16.6	8.9	7.8	43	57.2	28.5	14.3	0	0	2
Academic advising for career students	35.0	30.0	15.0	13.8	6.2	63	50.0	16.7	33.3	0	0	3
Vocational counseling	20.8	31.2	26.0	15.6	6.4	66	20.0	40.0	40.0	0	0	4
Placement counseling	10.5	34.2	15.8	23.7	15.8	105	0	33.3	33.3	33.3	0	6
Personal counseling	36.9	16.9	18.5	12.3	15.4	78	75.0	0	25.0	0	0	5

Note: Some students saw staff members other than faculty advisor, as noted below. Ratings were given of the person they saw:
- 3 current students saw the developmental counselor
- 11 current students saw the evening students' counselor
- 13 students saw the divisional counselor (11 current students and 2 student counselors)
- 5 current students did not indicate to whom they spoke

TABLE 29
PERCENT RATINGS OF RELATED ADMINISTRATIVE FUNCTIONS BY STUDENT SERVICES STAFF
(N=20)

	Importance					
	Very 5	4	3	2	Not 1	Blank (N)
Encouraging staff participation in professional associations	15.0	40.0	35.0	10.0	0	0
Organizing a systematic program of in-service training for both professional and clerical staff	47.4	26.3	26.3	0	0	1
Conducting and disseminating local institutional research	35.0	30.0	30.0	5.0	0	0
Arranging for follow-up studies of former students	25.0	40.0	30.0	5.0	0	0
Providing administrative leadership to all facets of the student personnel program	55.0	30.0	15.0	0	0	0
Preparing organizational patterns and job descriptions	20.0	30.0	40.0	10.0	0	0
Identifying and interpreting staffing needs	50.0	40.0	10.0	0	0	0

	Performance					
	Excellnt 5	4	3	2	Poor 1	Blank (N)
Encouraging staff participation in professional associations	5.0	5.0	55.0	25.0	10.0	0
Organizing a systematic program of in-service training for both professional and clerical staff	0	5.3	21.1	36.8	36.8	1
Conducting and disseminating local institutional research	15.0	15.0	40.0	10.0	20.0	0
Arranging for follow-up studies of former students	0	22.2	38.9	33.3	5.6	2
Providing administrative leadership to all facets of the student personnel program	5.0	15.0	20.0	30.0	30.0	0
Preparing organizational patterns and job descriptions	0	20.0	55.0	5.0	20.0	0
Identifying and interpreting staffing needs	0	35.0	20.0	30.0	15.0	0

TABLE 30
PERCENT RATINGS OF FEELINGS ABOUT SEEKING COUNSELING AND CONFIDENTIALITY

	Degree of confidentiality					Blank & N/A (N)
	Strictly 5	4	3	2	Not 1	
Students						
Current (N=143)	62.5	28.1	5.6	1.1	0	54
Graduates (N=181)	60.5	29.8	8.9	0.8	0	57
Non-Returning (N=75)	64.1	23.1	7.7	5.1	0	36
Student Counselors (N=9)	100.0	0	0	0	0	0

	Seeking counsel showed					Blank & N/A (N)
	Strength 5	4	3	2	Weakness 1	
Students						
Current (N=143)	21.9	40.6	31.3	3.1	3.1	79
Graduates (N=181)	28.2	34.0	28.2	5.8	3.8	78
Non-Returning (N=75)	23.3	33.3	33.3	6.7	3.4	45
Student Counselors (N=9)	14.3	57.1	14.3	0	14.3	2

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Note: This section was identical for all groups with one exception, the last two columns regarding "use" were not included on administrator, faculty & staff surveys.

HARRISBURG AREA COMMUNITY COLLEGE
EVALUATION OF SELECTED STUDENT SERVICE FUNCTIONS

Section A. Based on your experiences and those of your friends, *rate* H.A.C.C. on its performance in achieving the functions and services which are described. Also, rate how *important* you think that function or service is. You are encouraged to make comments.

To answer, circle the number which you select on the scale provided. Try to rate *each* item; if you cannot rate an item, leave it blank. Also check whether or not you used a service.

Student Service Functions	*Rate* the *Performance* of H.A.C.C. on This Function. Excellent ... Poor	How *Important* Is This Function? Very ... Not at All	I have not used this service -- No (Y)	I have used this service -- Yes (N)
ADMISSIONS, REGISTRATION, AND RECORDS				
a. Providing potential students with information about the College (courses, programs, expenses, regulations, activities, etc.)	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
b. Appraising any previous educational record of the student to determine his probable success in various courses and curricula which might interest him	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
c. Conducting registration for classes.	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
d. Clarity of academic regulations (e.g. grading, withdrawal, attendance, etc.)	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
e. Maintaining records of the academic progress of each student (grades), the activities of the student at the College, and some indication of his social development.	5 4 3 2 1	5 4 3 2 1	___ Y	___ N

ments_____

_____

	Rate the *Performance* of H.A.C.C. on This Function. Excellent ... Poor	How *Important* Is This Function? Very ... Not at All		
GUIDANCE AND COUNSELING				
a. Interpreting standardized tests to incoming students as a means of helping them select courses and curricula in which they are most likely to succeed	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
b. Providing faculty advisors to consult with students about their career plans, educational goals, and probable chances for achieving them.	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
c. Scheduling advisees into classes and reviewing requirements to meet educational objectives.	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
d. Providing professional counselors who are available to consult with students about their personal and social concerns.	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
e. Providing information about career opportunities that are related to the various courses and curricula of the College.	5 4 3 2 1	5 4 3 2 1	___ Y	___ N
f. Providing an orientation program at the beginning of school to help new students "get the feel of things."	5 4 3 2 1	5 4 3 2 1	___ Y	___ N

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I have not used this service – No

I have used this service – Yes

	Rate the *Performance* of H A C C on This Function.					How *Important* Is This Function?					
2 GUIDANCE AND COUNSELING (Continued)	Excellent				Poor	Very				Not at All	
g Providing opportunities for students during the first semester to learn about the College, about study skills, about career opportunities, and about self-development.	5	4	3	2	1	5	4	3	2	1	___ Y
h Providing adequate information to aid in transfer to other institutions.	5	4	3	2	1	5	4	3	2	1	___ Y
i Providing reliable information on career areas.	5	4	3	2	1	5	4	3	2	1	___ Y
j Providing tests which will help students to identify any deficiencies in basic skills which they may have in reading, writing, or arithmetic.	5	4	3	2	1	5	4	3	2	1	___ Y
k Providing a special program for students who may discover deficiencies in any of the basic skills.	5	4	3	2	1	5	4	3	2	1	___ Y

Comments _____

	Rate the *Performance* of H A C C on This Function.					How *Important* Is This Function?					
3 JOB PLACEMENT AND FINANCIAL ASSISTANCE	Excellent				Poor	Very				Not at All	
a Providing students who need financial assistance with opportunities for part time jobs, loans, grants in aid, or other financial aids.	5	4	3	2	1	5	4	3	2	1	___ Y
b Arranging opportunities for students to work on a part-time basis in jobs that are directly related to their career objectives.	5	4	3	2	1	5	4	3	2	1	___ Y
c Providing appropriate information that enables students to effectively utilize veterans and social security benefits.	5	4	3	2	1	5	4	3	2	1	___ Y
d Assisting students who are graduating from career programs to meet prospective employers and to locate employment that is in keeping with their career plans.	5	4	3	2	1	5	4	3	2	1	___ Y

Comments _____

	Rate the *Performance* of H A C C on This Function.					How *Important* Is This Function?					
4 STUDENT ACTIVITIES	Excellent				Poor	Very				Not at All	
a Providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interests.	5	4	3	2	1	5	4	3	2	1	___ Y
b Providing opportunities for students to have their own self-government through elected representatives.	5	4	3	2	1	5	4	3	2	1	___ Y

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STUDENT ACTIVITIES (Continued)	*Rate* the *Performance* of H.A.C.C. on This Function. Excellent – Poor	How *Important* Is This Function? Very – Not at All	I have used this service – Yes	I have not used this service – No
Helping students develop and enforce a student code of conduct governing the expected behavior of the student while on campus or at College – sponsored activities off campus	5 4 3 2 1	5 4 3 2 1	Y	N
Providing opportunities for students to become involved in and concerned with current problems in our society through guest lecturers, panel discussions, and participation in community affairs.	5 4 3 2 1	5 4 3 2 1	Y	N
Providing opportunities for students to participate in a variety of social activities.	5 4 3 2 1	5 4 3 2 1	Y	N
Providing opportunities and facilities for students to participate in a variety of intramural sports.	5 4 3 2 1	5 4 3 2 1	Y	N
Providing opportunities for student expression on issues they deem relevant through student publications, panel discussions, forums, etc.	5 4 3 2 1	5 4 3 2 1	Y	N
Providing student leadership training opportunities.	5 4 3 2 1	5 4 3 2 1	Y	N

ments _____

ADMINISTRATIVE SERVICES	*Rate* the *Performance* of H.A.C.C. on This Function. Excellent – Poor	How *Important* Is This Function? Very – Not at All		
Requiring students to have a physical examination before admission to the College as a means of protecting the health of the students.	5 4 3 2 1	5 4 3 2 1	Y	N
Assisting students who live off campus and away from home to find suitable living accomodations.	5 4 3 2 1	5 4 3 2 1	Y	N
Maintaining contact with alumni of the College as a means of continuing evaluation of the College programs and in gaining additional financial support for College programs.	5 4 3 2 1	5 4 3 2 1	Y	N
Providing food services for students and staff of the College.	5 4 3 2 1	5 4 3 2 1	Y	N
Providing bookstore services for students and staff of the College.	5 4 3 2 1	5 4 3 2 1	Y	N
Maintaining security of College buildings and grounds, including parking lots.	5 4 3 2 1	5 4 3 2 1	Y	N
Establishing and maintaining regulations pertaining to campus traffic and parking.	5 4 3 2 1	5 4 3 2 1	Y	N
Maintaining a liaison with high schools and senior colleges so that the student avoids unnecessary duplication of high school studies and is suitably prepared if he plans to transfer to a senior college.	5 4 3 2 1	5 4 3 2 1	Y	N

ments _____

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Note: These questions in Section B were asked of all student groups. Current students and student counselors were also asked questions on the following page.

SECTION B FOR STUDENTS

1. Do you believe the College should have a full-time psychologist to assist with serious psychological problems? *Check* Yes ____ *or No* ____.

   Please comment on the need for a psychologist to handle such problems as personal adjustment and drug usage.

   _____

   _____

   _____

2. Please answer these questions in terms of your feelings about the personal counseling you received. Circle your answer.

   a. I felt the personal information disclosed to my counselor would be:

Strictly Confidential				Blabbed all over campus	Not Applicable
5	4	3	2	1	0

   b. I saw my coming for personal counseling as a sign of:

Strength and Adequacy				Weakness and Inadequacy	Not Applicable
5	4	3	2	1	0

3. Are you aware that there are *students* on campus who are under the direction of the professional staff and who act as "student counselors?" *Check Yes* ____ *or No* ____.

4. What kinds of problems would you be willing to bring to a "student counselor?" Check your response. (Fill in other areas in which you would be willing to be counseled.)

Concerns and Problems	*RESPONSE* Yes	No
a. Drugs	____	____
b. Pregnancy – Abortion	____	____
c. Understanding College rules	____	____
d. Learning how to study	____	____
e. Family problems	____	____
f. Information about 2 year programs	____	____
g. Health problems	____	____
h. Male – female relationships	____	____
i. Understanding strengths and weaknesses	____	____
j. Other: _____	____	____
k. Other: _____	____	____

5. If you have had contact with a "student counselor," rate how helpful he or she was (circle your answer).

Very helpful				No help at all	Not Applicable
5	4	3	2	1	0

   Please comment on your experience with the Student Counselor. _____

   _____

   _____

6. What is your general opinion of the Student Counselor program? (Circle your answer.)

Excellent				Poor
5	4	3	2	1

   Please comment on your opinion: _____

   _____

Thank you.

Check here if you wish to receive a brief write up of the results ____

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Note: Additional questions in Section B asked of current students and student counselors.

2 Rate your *faculty advisor* on his or her ability to provide the following kinds of counseling.* Circle your answer.

Counseling Service	How competent was he at the task listed? Competent 5 4 3 2 1 Not Competent	Not Applicable
a. Academic advising for transfer students (decision on major, course selection, transfer requirements)	5 4 3 2 1	0
b. Academic advising for career students (decision on major, course selection, necessary job skills)	5 4 3 2 1	0
c. Vocational counseling (information on long-range career plans)	5 4 3 2 1	0
d. Placement counseling (helping students find full-time jobs)	5 4 3 2 1	0
e. Personal counseling (understanding abilities and limitations, self-identity, family problems)	5 4 3 2 1	0

**If you did not* have a faculty advisor, check the title of the person you did see and rate that person instead.

_____ Developmental Counselor
_____ Evening Students' Counselor
_____ Divisional Counselor
_____ Other (specify): _____

4. Counseling and student services can be administered in many ways:

- Divisional Arrangement: Many problems can be handled through a single divisional counselor in one of the faculty office bays.
- Central Office Arrangement: Problems can be handled in a centralized area such as the second floor of the College Center.
- Small centers in major buildings. Another way of handling problems might be to have a single office bay in each building be a mini-counseling center.
- Faculty Advisor: A student may also visit his Faculty Advisor to handle a problem.

We would like to know *your preference* as to the way in which you would like to receive a specific service. Rate each delivery system below as 3 – very preferred, 2 – preferred, or 1 – not preferred.

Service	DELIVERY SYSTEM			
	Divisional	Central Office	Small Centers	Faculty Advisors
a. Academic counseling (course selection)	3 2 1	3 2 1	3 2 1	3 2 1
b. Job placement information	3 2 1	3 2 1	3 2 1	3 2 1
c. Vocational counseling (planning a career)	3 2 1	3 2 1	3 2 1	3 2 1
d. On-campus job interview	3 2 1	3 2 1	3 2 1	3 2 1
e. "Personal problems" counseling	3 2 1	3 2 1	3 2 1	3 2 1

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Note: The following questions in Section B were asked of all staff groups (faculty, administrators, and student services staff).

1c. *Do you advocate "initiating a cross-divisional advising system," which would include a "team approach to faculty advising ?" Yes ____ No ____

Comments: _____

d. *Do you advocate the "evaluation and rewarding of advisor effectiveness?" Yes____ No____

Comments _____

*"c," and "d," refer to the current proposal on faculty advisement which is before Faculty Council.

5. Do you believe the College should have a full-time clinical or counseling psychologist to handle or refer personal adjustment problems? Yes____ No____

Comments: _____

6. *Rate* the effectiveness of the following structures in carrying out the tasks listed to the left.
3 = extremely effective; 2 = very effective; 1 = effective. (Circle your answers.)

Tasks	STRUCTURES								
	Divisional arrangement			Central Office arrangement			Small Centers in major buildings*		
a. Ability to see students	3	2	1	3	2	1	3	2	1
b. Lack of confusion in seeing students	3	2	1	3	2	1	3	2	1
c. Academic counseling	3	2	1	3	2	1	3	2	1
d. Vocational counseling	3	2	1	3	2	1	3	2	1
e. Job placement service	3	2	1	3	2	1	3	2	1
f. Personal counseling	3	2	1	3	2	1	3	2	1
g. Students' willingness to come in	3	2	1	3	2	1	3	2	1
h. On-campus job interview	3	2	1	3	2	1	3	2	1
i. Communication between faculty and counselors	3	2	1	3	2	1	3	2	1
j. Which arrangement would you prefer?	3	2	1	3	2	1	3	2	1
k. Which arrangement do you think students would prefer?	3	2	1	3	2	1	3	2	1

For items j and k, use the scale to note a preference:
3 = greatly preferred 2 = preferred and 1 = not preferred.

*relatively small centers in two or more major buildings, perhaps centralized in a single bay for each building.

7. Do you believe the decentralization of the counseling staff into the divisions is effective? Yes____ No____

Comments: _____

8. Respondent characteristics. Check as many categories as are appropriate.

Major Assignment

A. Level

____ Administration
____ Faculty member
____ Staff

B. Area

____ Instruction } Division Counselor should
____ Student Services } check both
____ Administration
____ U.D.I.

C. Division (if applicable)

____ Business and Management Services
____ Communication and the Arts
____ Life Sciences
____ MAPSE
____ Social Science and Public Services
____ Instructional Resources

D. Emphasis of Types of Courses you Teach (if appl

____ Transfer
____ Career
____ Developmental

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Note: Additional questions in Section B asked of faculty and administrators.

Section B for Faculty

1. Faculty Advisory Role. (Check Yes or No.)
   a. Do you feel that the faculty member should act as a formal academic advisor? Yes____ No____
   Comments: _____
   b. Do you feel that the academic advising function should be by members of the Student Personnel staff rather than by faculty members? Yes____ No____
   Comments: _____

2. Rate yourself on your ability to provide the following services to students. (Circle your answer.)

	How competent do you feel with task?					To what degree do you favor doing this task yourself?				
	Competent				Not Competent	Enjoyable				Annoying
a. Academic advising for transfer students (decision on major, course selection, transfer requirements)	5	4	3	2	1	5	4	3	2	1
b. Academic advising for career students (decision on major, course selection, necessary job skills)	5	4	3	2	1	5	4	3	2	1
c. Vocational counseling (information on various career areas regardless of level of education)	5	4	3	2	1	5	4	3	2	1
d. Placement counseling (helping students to find jobs)	5	4	3	2	1	5	4	3	2	1
e. Personal counseling (understanding abilities and limitations, self-identity, family problems)	5	4	3	2	1	5	4	3	2	1

3. How might your role as Faculty Advisor be improved? _____

4. Rate yourself on knowledge of the following services and information, and your need to have this knowledge. (Circle your answer.)

	How knowledgeable are you?					How knowledgeable do you think you need to be?				
	Very				Not at all	Very				Not at all
a. Knowledge of curricula within your division	5	4	3	2	1	5	4	3	2	1
b. Knowledge of curricula outside your division	5	4	3	2	1	5	4	3	2	1
c. Knowledge of job opportunities in your academic area	5	4	3	2	1	5	4	3	2	1
d. Knowledge of the Student Personnel Services at H.A.C.C.	5	4	3	2	1	5	4	3	2	1

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Note: Additional questions in Section B asked of student services staff.

1. *Rate* the importance of the types of counseling listed *within* the following categories (a through d). 3 = extremely important; 2 = very important; 1 = important. (Circle your answer.)

Perceived Importance	TYPES OF COUNSELING			
	Academic-Career	Academic-Transfer	Vocational-Placement	Personal Adjustment
a. As defined by the Institution (H.A.C.C.)	3 2 1	3 2 1	3 2 1	3 2 1
b. As defined by the Student Services' administration.	3 2 1	3 2 1	3 2 1	3 2 1
c. As defined by the needs of the students you see.	3 2 1	3 2 1	3 2 1	3 2 1
d. As defined by what *you* would like your role to be.	3 2 1	3 2 1	3 2 1	3 2 1

2. Please comment on how the following administrative and staff *roles* could be *improved* by completing the following sentences.

a. The Dean of Students should _____

b. The Assistant Dean of Students should _____

c. The Director of Admissions should _____

d. The Assistant Director of Admissions should _____

3. What changes would you recommend in the following roles?

a. Role of Divisional Counselor: _____

b. Role of Financial Aid and Placement Officer: _____

c. Roles of Central Office staff: _____

d. Roles of Admissions staff: _____

9. Additional administrative functions (as related to Student Personnel Services). Circle your answer.

	How Would You Rate the Performance of H.A.C.C. on this Function? Excellent ... Poor	How Important Is Function? Very Important ... Not Im
a. Encouraging staff participation in professional associations.	5 4 3 2 1	5 4 3 2
b. Organizing a systematic program of in-service training for both professional and clerical staff.	5 4 3 2 1	5 4 3 2
c. Conducting and disseminating local institutional research.	5 4 3 2 1	5 4 3 2
d. Arranging for follow-up studies of former students.	5 4 3 2 1	5 4 3 2
e. Providing administrative leadership to all facets of the Student Personnel program.	5 4 3 2 1	5 4 3 2
f. Preparing organizational patterns and job descriptions.	5 4 3 2 1	5 4 3 2
g. Identifying and interpreting staffing needs.	5 4 3 2 1	5 4 3 2

Comments: _____

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10. As a member of the Student Services staff, we would like you to estimate the amount of help generally needed by students with problems and concerns which may be handled by Student Counselors. Also, estimate the amount of help Student Counselors can be expected to give and how much they actually gave during the past academic year. (Circle your answer.)

Student Concerns and Problems	Amount of help generally needed by students.			Amount of help Student Counselors can be expected to give.			Amount of help given by Student Counselors, 71-72 Academic Year.		
	Much	Some	None	Much	Some	None	Much	Some	None
a. Drugs	3	2	1	3	2	1	3	2	1
b. Pregnancy — Abortion	3	2	1	3	2	1	3	2	1
c. Understanding College rules	3	2	1	3	2	1	3	2	1
d. Learning how to study	3	2	1	3	2	1	3	2	1
e. Family problems	3	2	1	3	2	1	3	2	1
f. Information about 2-year programs	3	2	1	3	2	1	3	2	1
g. Health problems	3	2	1	3	2	1	3	2	1
h. Male — female relationships	3	2	1	3	2	1	3	2	1
i. Understanding strengths and weaknesses	3	2	1	3	2	1	3	2	1
j. Information on tutorial services	3	2	1	3	2	1	3	2	1
k. Developing self-awareness	3	2	1	3	2	1	3	2	1
l. Other:_____	3	2	1	3	2	1	3	2	1

11. Fill in number in the space provided. (Time period is 1971-72 academic year.)
    a. How many times did a Student Counselor personally *bring* a student to you for help? _____
    b. How many times did a student seek your counsel because a Student Counselor had suggested he do so? _____
    c. How many times did a Student Counselor come to you to get answers to informational questions (not related to a particular student)? _____
    d. How many times did a Student Counselor come to you for advice in assisting one of his counselees? _____

12. What do you think the relationship between Student Counselor and Professional Counselor should be?

    _____

    _____

    Did you find it so? _____

    _____

13. Please describe what you consider to be appropriate criteria for selection of Student Counselors.

    _____

    _____

    _____

14. What is your general opinion of the Student Counseling program, and do you think it should be a permanent part of the H.A.C.C. counseling program?

    _____

    _____

    _____

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